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ABSTRACT

This set of publications, consisting of a student workbook and teacher's manual, is designed for use by adult learners registered in the introductory level of the career planning course of the Ontario (Canada) Basic Skills program. The student workbook contains units on the following topics: introduction to career planning, self-assessment for employment, employment/education investigation, job search, employment retention, and financial and legal considerations. Each unit contains some or all of the following: background information, illustrative case stories, learning activities written in a variety of formats, checklists, hint sheets, glossary, and sample forms. Included in the teacher's guide are an overview of the course and separate sections for each of the six units. Each unit begins with lists of attitudes, knowledge, and skill objectives. Skills objectives are listed under the following categories: reading, speaking/listening/viewing, writing, interpersonal relations, computation, problem solving, computer, and hands on. Also included in each unit are the following: list of materials required for the classroom, notes to the teachers, suggested extended activities, and resource list. (MN)

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ED 383 825

Ontario Basic Skills

Career Planning

A Thematic Unit for Integrated Curriculum

Basic Level

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Message to Users

This booklet has been designed for use by the adult learner registered in the ***Ontario Basic Skills*** *program. This thematic unit is titled "Career Planning" and consists of:*

Introduction to Career Planning

Self-Assessment for Employment

Employment / Education Investigation

Job Search

Employment Retention

Financial and Legal Considerations

The student can work right in this booklet. It is recommended that the six components all be completed so that the goals and objectives of the thematic unit are met.

Extended activities are suggested in the Teacher's Manual. Further assistance and explanations are also provided for each level of the curriculum: Basic, Intermediate and Advanced. The included documents and resource lists will help both learners and teachers.

The Thematic Unit Project Writing Team hopes that the student will achieve a higher level of personal satisfaction and success upon completion of this unit and others within the ***Ontario Basic Skills*** *program.*

Ottawa, Ontario
June, 1990

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Introduction to Career Planning

Date begun_____

Date completed_____

Introduction

So you want a job. How are you going to find one? You could just wander around to different places and ask if they need anyone. This can take a lot of time and can be very disappointing. Most places will not have jobs. Even if they do, the job may not be what you want. You may not be able to do what the job demands. **There must be a better way.**

This workbook is about a better way to choose a job. You will work through a complete process of job search. This process will help you use your time more efficiently and hopefully it will help you reach your goal with greater satisfaction and success.

To begin, you will look at what you bring to a job - your skills, talents, interests and experience. You will also take a careful look at the many things you need from your job, things like salary, security and benefits. You will learn how to find out about work areas you are interested in. Next, you will explore actual ways to go out after those jobs you choose. The workbook will guide you through the hiring process. It will also describe how to keep that job once you have it!

Lastly, you will find out about your legal rights as a worker. By the time you finish all the activities and reach the end of the workbook, you will have a complete plan of action that will guide you through your own personal job search.

The workbook will not give you all the answers. Rather, it will give you a process to help you ask and answer your own questions. All the activities in the workbook have the same purpose - to help you find and keep the job you choose. This workbook is for you to use and re-use. Write in it, mark it, bend it - just use it. There are no right or wrong answers and the results will be different for everyone.

Enjoy your search!

Beginning the search

Do you know how you would begin to choose a job for yourself?

What would YOU do first?

The world of work has special words and language. You need to use this language to get employment.

How much do you know now?

Choosing a job that is good for you is not easy.

Do you know what to do first?

The next four activities will help you get started on your own job search experience. Here is the chance to show what you know already.

What's the problem? _____

Activity One

Look at all four pictures.

What's the problem?

He needs a _____.

*adapted from Adult Basic Educ./Literacy Curriculum Guide and Resource Book, B.C. 1987 p 153.

Brainstorming

When you have a problem, what's the first thing you do to solve it.....?
An excellent way to start is to list as many solutions as you can think of. It doesn't matter how good the ideas are or how possible they are to do.

Brainstorming is a word that means to quickly think of as many ideas as you can. This is an excellent way to suggest possible solutions to a problem.

It's often helpful to brainstorm with other people.

Brainstorming Solutions

Activity Two

Write what you would do to choose a job in each lightbulb below. One of them has been done for you.

Any more ideas?

List them:

_____

_____

_____

_____

New Words

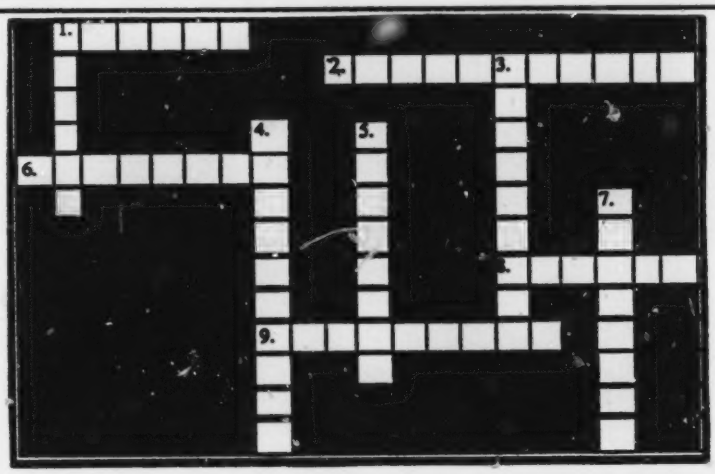
You have brainstormed some things that people do to choose jobs.
In this workbook,you may read about others.
You may see words that you do not know.
The next activity will help you learn what some of these words mean.

Activity Three

If you do not know how to complete a crossword puzzle, ask for help.
Use a dictionary if you need it.

Here is a list of words you will see in this workbook.
You will use them in the puzzle.

agency	**application**	**benefits**	**calculate**	**deduction**
employer	**employee**	**interview**	**resume**	**rights**



Meanings

Across

1. what the laws say you and your employer can and cannot do on the job.
2. a form you fill out when you apply for a job
6. a person who works for someone else
8. an office that can help you find a job
9. a meeting with an employer to talk about a job

Down

1. a written summary about your work experience
3. to figure out using mathematics
4. money subtracted from your salary
5. a boss
7. what you get for doing your job besides your pay (holidays, medical expenses)

'To Do' List

There are many steps involved in choosing a job. You wrote some of the steps in Activity Two. There may be other steps you have not yet thought about. The next activity lists things 'to do' to choose a job.

Activity Four

Here is a list of things people do to choose a job.

Put a √ in the column that applies to you.

How well can you.....	very well	need help	not at all
	√	√	√
• list your work interests?			
• list what you can do?			
• calculate the salary you need?			
• get information about jobs?			
• plan the education you may need?			
• read job ads?			
• fill out a job application?			
• write your resume?			
• do a job interview?			
• find out how to keep a job?			
• calculate your pay and overtime?			
• read a pay stub?			
• understand your job benefits?			
• be aware of your rights as an employee?			

Self-Assessment for Employment

Date begun_____

Date completed_____

Who am I? _____

Have you ever noticed how different people are? Jobs are just as different. It is probably a good thing or everyone would want the same job! You are different from everyone else. The more you know about yourself, the easier it will be to find a good job "fit".

In the next activity, you will be asked to look at yourself and the things you like to do.

What I'm interested in _____

Most people are happiest with a job that interests them.
The next activity will help you think about what you are interested in and what kinds of work you might enjoy.

Activity One

Read each line and circle the number that says how much you would enjoy doing that type of work.

Then write the number you circled on the blank at the end of each line.

Work Interests	No	I don't think so	I'm not sure	I think so	Yes!	
1. **Would you like....?**						
a. typing or word processing	1	2	3	4	5	___1a
b. helping customers	1	2	3	4	5	___1b
c. building things	1	2	3	4	5	___1c
d. driving a taxi or bus	1	2	3	4	5	___1d
e. working in a lab	1	2	3	4	5	___1e
f. working in a hospital	1	2	3	4	5	___1f
g. helping people do things	1	2	3	4	5	___1g
h. displaying things	1	2	3	4	5	___1h
2. **Would you like.....?**						
a. working with money	1	2	3	4	5	___2a
b. selling things	1	2	3	4	5	___2b
c. reading blueprints	1	2	3	4	5	___2c
d. driving a truck	1	2	3	4	5	___2d
e. reading books about science	1	2	3	4	5	___2e
f. helping others stay well	1	2	3	4	5	___2f
g. working in a school	1	2	3	4	5	___2g
h. designing and making things	1	2	3	4	5	___2h

What I'm interested in _____

		no	I don't think so.	I'm not sure.	I think so.	Yes!	
3.	**Would you like.....?**						
	a. record keeping	1	2	3	4	5	___3a
	b. preparing and serving food	1	2	3	4	5	___3b
	c. repairing appliances	1	2	3	4	5	___3c
	d. working in an airport	1	2	3	4	5	___3d
	e. working with plants	1	2	3	4	5	___3e
	f. caring for old people	1	2	3	4	5	___3f
	g. working with children	1	2	3	4	5	___3g
	h. performing for people	1	2	3	4	5	___3h
4.	**Would you like.....?**						
	a. using a computer	1	2	3	4	5	___4a
	b. ordering, stock-taking	1	2	3	4	5	___4b
	c. working with machines	1	2	3	4	5	___4c
	d. operating heavy equipment	1	2	3	4	5	___4d
	e. testing things to see if they work	1	2	3	4	5	___4e
	f. working in a medical laboratory	1	2	3	4	5	___4f
	g. protecting people and property	1	2	3	4	5	___4g
	h. drawing and painting things	1	2	3	4	5	___4h
5.	**Would you like .....?**						
	a. using the telephone	1	2	3	4	5	___5a
	b. cleaning things	1	2	3	4	5	___5b
	c assembling things	1	2	3	4	5	___5c
	d. working on trains	1	2	3	4	5	___5d
	e. working with chemicals	1	2	3	4	5	___5e
	f. caring for animals	1	2	3	4	5	___5f
	g. helping people in trouble	1	2	3	4	5	___5g
	h. writing plays or poetry	1	2	3	4	5	___5h

* adapted from Janus Job Planner 2nd ed. , p. 29.

You will use these numbers in the next activity.

Figuring out my interests

You have answered a lot of questions about your interests.
To understand what it all means, you need to do some mathematics.
First, you will group and add up the numbers you got in the last activity.
Next, you will fill in a bar graph.
Then, you will read your bar graph and list the kinds of work
that seem to interest you the most.

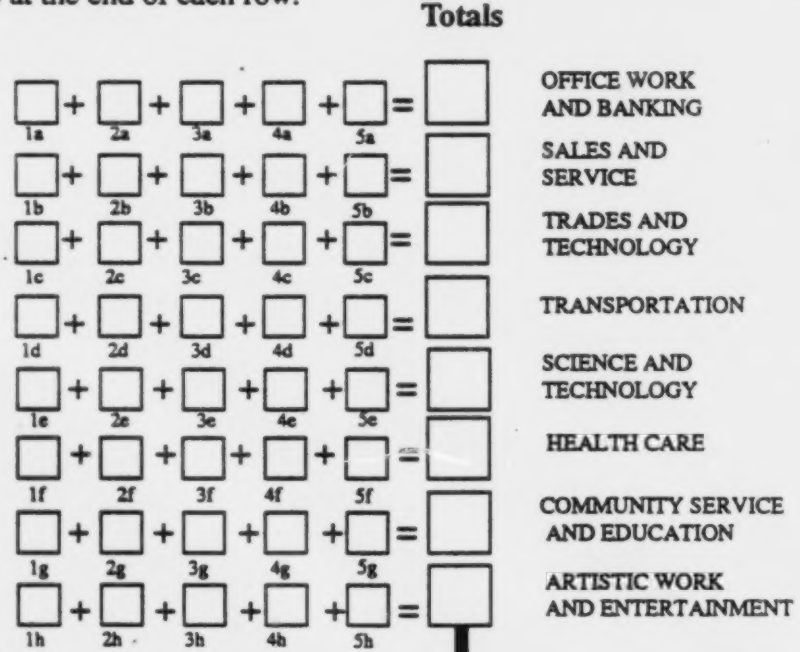
Activity Two

This activity will help you figure out what you are most interested in doing. Follow these directions carefully:

1. Go back to Activity One and look at the numbers you wrote on the blanks at the end of each line.

2. Copy these numbers into the correct boxes below. Work <u>down</u> in one column at a time. (First copy the numbers for 1a,1b,1c, and next do 2a,2b,2c and so on.)

3. Then add <u>across</u> each row of numbers. Write the totals in the large boxes at the end of each row.


Totals
1a + 2a + 3a + 4a + 5a =
OFFICE WORK AND BANKING
1b + 2b + 3b + 4b + 5b =
SALES AND SERVICE
1c + 2c + 3c + 4c + 5c =
TRADES AND TECHNOLOGY
1d + 2d + 3d + 4d + 5d =
TRANSPORTATION
1e + 2e + 3e + 4e + 5e =
SCIENCE AND TECHNOLOGY
1f + 2f + 3f + 4f + 5f =
HEALTH CARE
1g + 2g + 3g + 4g + 5g =
COMMUNITY SERVICE AND EDUCATION
1h + 2h + 3h + 4h + 5h =
ARTISTIC WORK AND ENTERTAINMENT
You will use these numbers in the next activity.

* adapted from Janus Job Planner, pg. 10.

Graphing my interests

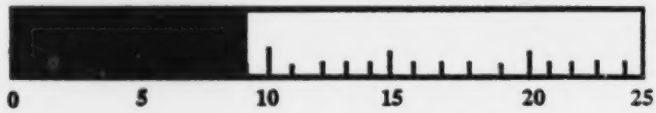
Often it is easier to understand what a group of numbers mean if you make a **bar graph.** Drawing a **bar graph** will give you a "picture" of which kinds of work interest you the most.

To draw your bar graph, follow this example.

Get your totals from page 12.

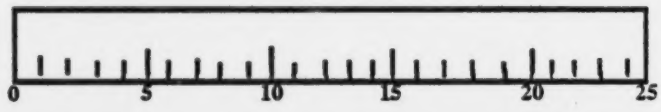
9 **If your total was 9, this is how you would shade the bar.**

for example

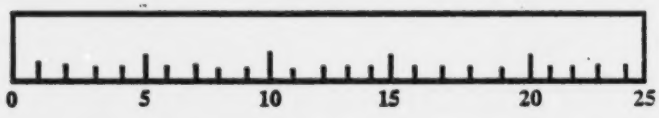


Activity Three

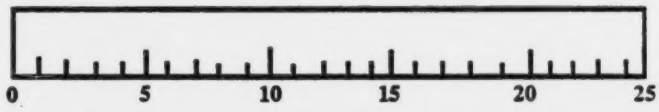
Office Work and Banking



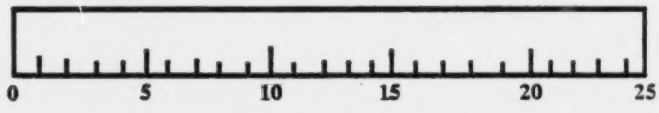
Sales and Service



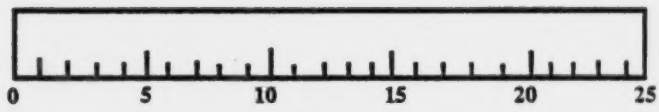
Trades and Industry



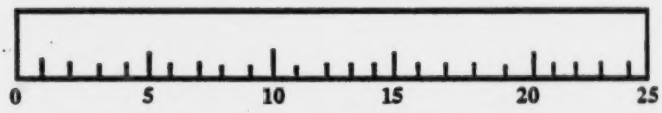
Transportation



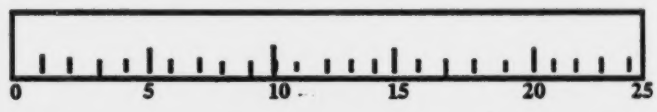
Science and Technology



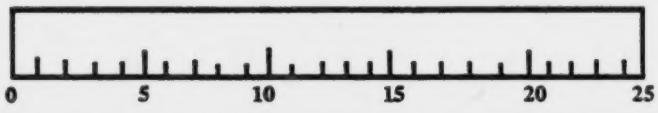
Health Care



Community Service and Education



Artistic Works and Entertainment



Reading my graph _____

Activity Four

The longest bars tell you the kinds of work which interest you the most.

Look for the three longest bars and list them below.

Kinds of Work that Interest Me

1. _____

2. _____

3. _____

Following are lists of the 8 kinds of work you have graphed.

Each list describes some jobs that do each type of work.

Read the lists to find out about jobs that may interest you.

Sample Job Lists

Office Work / Banking

Accountant	prepares forms, checks business records, calculates tax, gives financial advice
Bank Teller	receives, counts, records and pays out money in a bank
Bookkeeper	keeps records of how much money is spent and earned in a business by hand or by computer
Filing Clerk	files papers according to a filing system
Financial Planner	suggests how a business or person could spend money wisely
Loans Officer	checks credit ratings, provides information and arranges loans
Payroll Clerk	figures out how much money people should earn for their work
Personnel Officer	processes employment applications, arranges training and administers benefits, screens job applicants
Secretary	helps the employer carry out his/her work, prepares correspondence, reports and minutes, schedules appointments
Word Processor	types documents using a computer

Sales and Service

Bartender	mixes and serves drinks in licensed drinking places
Buyer	purchases things from manufacturers for resale by businesses
Cleaner	cleans buildings and private houses
Consultant	helps people work better and make good decisions
Funeral Director	organizes, performs, and directs funeral arrangements
Hair Stylist	cuts and styles client's hair; may colour and give permanents
Hotel Manager	manages all the people who work in a hotel
Real Estate Agent	sells houses and property
Restaurant Manager	plans, organizes, directs and controls the activities of a restaurant
Store Clerk	sells things to people
Technical Salesperson	sells scientific and technical services or goods
Travel Agent	sells travel services, plans trips and schedules transportation and accommodation

Trades and Industry

Air Conditioning and Refrigeration Repairer	installs and repairs air conditioning and refrigeration
Auto Body Repairer	repairs car and truck bodies
Carpenter	builds things with wood uses hand and power tools
Construction Inspector	inspects new buildings to see if they're built according to legal requirements
Electrician	fixes and installs electrical wiring and lights
Machine Operator	makes metal parts by machine
Painter	paints houses and buildings
Plumber	fixes and installs pipes, sinks and plumbing systems
Sheet Metal Worker	makes and repairs equipment such as ducts and operates brakes, sheers and presses
Telephone Installer	installs telephones

Transportation

Air Traffic Controller	directs the flight routes of airplanes
Ambulance Driver	drives people to the hospital
Bus Driver	drives buses on regular routes through cities and towns
Chauffeur	drives employer where they want to go
Heavy Equipment Operator	drives and operates large construction vehicles to dig, load or grade earth
Parking Lot Attendant	park clients' cars and collects payment
Taxi Driver	drives people where they want to go
Train Engineer	drives trains with passengers or goods
Truck Driver	drives trucks, transporting goods from one place to another

Science and Technical

Architect	plans and designs buildings and houses
Chemical Technologist	works in industrial laboratories or in institutions to study chemical substances and create new processes and products
Computer Programmer	designs, writes and tests programs for computer operation
Drafts Person	works from engineer's and architect's sketches to produce technical drawings that builders can use
Farmer	manages farm or ranch to raise livestock or crops
Forester	studies, develops and controls forest lands
Landscape Technician	assists a landscape architect in planning gardens and landscape projects
Surveyor	conducts land surveys and measures distances

Health Care

Ambulance Assistant	may apply first aid and deal with emergency situations
Chiropractor	restores health by adjusting parts of the body especially the spinal column
Dental Assistant	helps the dentist with patient care by preparing patients, mixing fillings, and caring for instruments
Dental Hygienist	instructs patients in the care of teeth and mouth, and cleans teeth
Dietitian	a specialist who plans, organizes and manages food service programs
Medical Lab Technologist	tests blood, urine and tissue samples for diseases
Optician	fits customers with glasses or contact lenses as prescribed by an eye specialist
Registered Nurse	provides care for the sick by administering medication, observing and recording changes and monitoring
Registered Nurse's Assistant	helps the registered nurse with patient care duties

Community Service and Education

Career Counselor	helps people decide on jobs for themselves
Customs Inspector	controls goods traveling between countries and collects duties and taxes
Day Care Worker	works with young children in a day care centre
Firefighter	controls and puts out fires
Law Clerk	assists a lawyer with preparing and finding information for client cases
Librarian	develops, organizes and maintains books in a library system
Police Officer	enforces the law, investigates crime, directs traffic and protects people
Recreation Director	plans, organizes and directs leisure programs
Security Guard	protects contents of buildings and people from theft, fire and vandalism
Social Worker	helps people with problems in daily living; organizes group activities
Teacher	prepares and presents subject matter to students, evaluates and advises

Artistic/ Entertainment

Actor / Actress	pretends to be someone else in movies or plays and on T.V.
Artist	creates pictures or things
Commercial Artist	creates illustrations and designs for specific purposes
Dancer	uses body to express feelings, moods, music and drama
Fashion Designer	creates designs and patterns for clothes
Florist	arranges and sells floral decorations
Interior Decorator	plans and designs interiors for homes and commercial establishments
Musicians	plays a musical instrument
Photographer	operates a camera to take photographs
T.V. or Radio Announcer	introduces various types of programs

What I Can Do

As an adult, you have learned many things through your everyday experiences. You have learned things from jobs, from schools, from friends, from family, from volunteer work, from television and more. It is sometimes quite surprising to really think about all the things you already can do.

The next activity will give you a chance to think about what you know how to do.

Activity Five

You can do this activity by yourself or with a friend.
Ask yourself or each other the question in the box.
Check the box that tells how well you can do each task.

Have you had any experience....?

	none	some	enough for a job
sorting			
filing			
delivering			
teaching			
driving			
cooking			
record keeping			
typing			
using a telephone			
using a computer			
drawing			
photocopying			
collecting money			
selling			
caring for children			
gardening			
renovating			
operating machinery			
repairing			
performing			
helping people			
caring for sick people			
writing			
military/reserve			
others /			

How I'd like to work _____

People spend a good part of their lives at work.
It's almost impossible to find a job with perfect working conditions.
It helps to know what you would like in a job before you start looking.
So here's your chance to dream.

Activity Six

Circle the words that describe how you like to work.

I Would Prefer To Work....

indoors _ _ _ _ _ _ _ _ _ outdoors
alone _ _ _ _ _ _ _ _ _ _ with others
with people _ _ _ _ _ _ _ with things
moving around _ _ _ _ _ _ sitting still
in a busy place _ _ _ _ _ _ in a quiet place
in a uniform _ _ _ _ _ _ _ in street clothes
repeating things _ _ _ _ _ _ doing a variety of things
now _ _ _ _ _ _ _ _ _ _ _ later, after training
with supervision _ _ _ _ _ without supervision
for an employer _ _ _ _ _ for myself
travelling around _ _ _ _ _ in one place
in a small business _ _ _ _ in a large company
regular hours _ _ _ _ _ _ _ shift work
near my home _ _ _ _ _ _ anywhere
in my home _ _ _ _ _ _ _ outside my home
with routine _ _ _ _ _ _ _ with excitement and danger

* adapted from Janus Job Planner p. 25,26.

What I spend monthly

Everyone needs money!

It is important to have an idea of your expenses
so that you can figure out what salary you need.

The next activity will help you add up what you spend in a month.

Activity Seven

Fill in the chart to show how much you usually spend in a month.
If you are not sure, make a guess.
Then add all the numbers to get your total expenses.

My Monthly Expenses

rent or mortgage	$
telephone	$
heating	$
electricity	$
food	$
car - payments, gas, insurance	$
bus	$
clothing	$
childcare	$
insurance	$
fun	$
savings	$
other	$
Total Monthly Expenses	$

You will use this number in the next activity.

What salary I need

Now you know how much money you need for a month.
Most jobs list the salary for a year. The next activity will show you how to calculate the yearly salary that you need to pay your **expenses.**

Activity Eight

Monthly Expenses x Months = Yearly Salary

To calculate your yearly salary,
multiply your monthly expenses by 12.

For example, if your monthly expenses are $ 920,
your salary would need to be....

$920 x 12 = $ 11,040

work space

920
x12
1840
920
11040

In the space below, calculate the yearly salary you would need.

[ ] x 12 = [ ]

Your monthly expenses from pg. 17.

Yearly Salary

work space

You should know that the yearly salary calculated is the least that you need. You will need to earn more than this in order to pay income tax and other deductions.

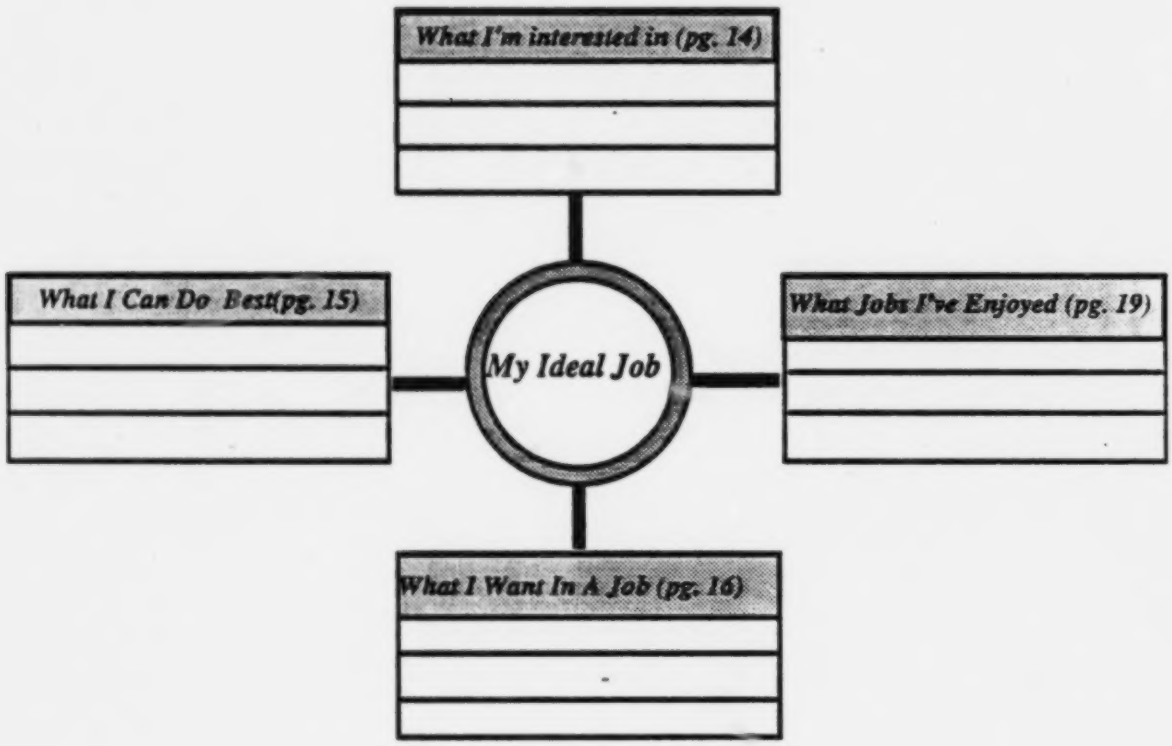
Jobs I have enjoyed _____

List the jobs you have enjoyed.

If you have not had any jobs, list the ones you think you would enjoy.

Putting It Together

You should now have a better idea of some of the things you will want to consider when you decide which job(s) will be right for you. Under the headings in each box, write the most important things you have learned about yourself.
You may find it helpful to go back to the pages where you recorded that information. The pages are listed next to each heading.



Employment / Education Investigation

Date begun_____

Date completed_____

Employment / Education Investigation

By finishing the work in part one, you will know something about:

-your work interests
-your experience
-the working conditions that are important to you
-some job factors that are important to you
-how much you will need to earn.

You have just taken the first steps in forming your own plan for a good job in the future.

You may now have an idea about a future career or job. Maybe you are still not sure.

How can you find the job that is right for you?

Spend time **investigating** a job that interests you before you decide on your plan to get that job.

investigate: to study closely, to examine

How much do you know?_____

Use these questions to survey what you know about employment and education opportunities in your region.

Employment/Education Investigation
Pre-Survey

1) What is the most popular area of employment in Canada?

service_____ self_____ government_____ private_____

2) Who is the largest employer in your community?

_____

3) What is the nearest community college?

_____

4) What can you do to know about where the jobs are?

_____

5) What does job shadowing mean?

_____

Here's a chance to outline some information about yourself.
This is what an employer wants to know too.
Organize your information.
Fill out the form carefully.
Please print.

Starting to plan

Part A Occupation/Career Plan

Name _____

Address _____

_____

Telephone _____ Best hours to call _____

Language(s) _____

Level of education completed

grade _____

place or city taken _____

year _____

Other courses taken

what _____

what place or city _____

when _____

Equipment I can operate well _____

_____

Licences, certificates or diplomas I have earned _____

_____

Present Employer

Name _____

Address _____

Telephone _____

Past Employers

Name _____

Address _____

Telephone _____

Name _____

Address _____

Telephone _____

Beginning the investigation

Activity One

A Name 3 jobs you wish to investigate. If necessary, use the sample job lists from Part One to help give you ideas.

1. _____

2. _____

3. _____

B Check √ Y (yes) or N (no) for each job you chose to investigate. You may not know the answers to all the questions now.

Job	#1		#2		#3	
	Y	N	Y	N	Y	N
Interests Would this job give me a chance to do the kind of work I want to do?						
Experience Have I ever done work like this before? If I have, did I like it?						
Working Conditions Are the working conditions what I would like? If not, am I still willing to work at this job?						
Values Would this job offer me any of the things I enjoy? (money, excitement, variety)						
Pay Is the starting pay what I need? If not, can I get by until the pay improves?						
Ability Do I have the skills or abilities to do the job now? If not, would I be able to learn to do it?						
Education/Training Do I have enough education/training to do this job now? If not, am I willing to get more?						
Other Options Do I have more yes answers than no? If I have many no answers, am I still interested?						
Totals						

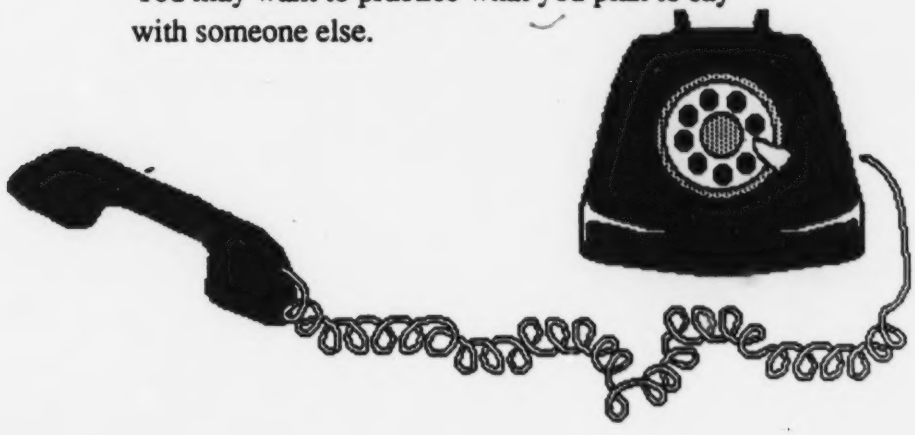
Don't spend time investigating a job that you won't like or that won't meet your needs!

Effective Telephoning

We all use the telephone regularly.
We don't usually need to think about it.
However, it is wise to think about
telephone skills when you use the phone
to gather important information.

The employer you phone cannot see you when you call. How you sound on the phone is his/her first impression of you. Think about some of the following telephone skills before you make an important call.

- Know why you are calling.
- Know what you want to say before you start.
- Speak clearly.
- Speak slowly.
- Speak loudly enough to be heard but don't shout.
- Ask for things to be repeated if you don't understand.
- Ask for the correct spelling of names.
- Write down telephone numbers and dates.
- Know what you will say if the person you want to speak to is not there.
- If the call is to get information, make a list of the questions you need answered. (Having them in front of you will remind you.)
- You may want to practice what you plan to say with someone else.



Gathering information

There are several ways to find out more about a job.
It takes time, but it is worth the effort.

Taking time now to investigate will help you
find the job which is RIGHT FOR YOU!

Try the following activities to help you gather information
you will need to get that job.

Activity Two

1. Think of someone you know who likes his or her job.

2. Telephone him or her and ask these questions to **investigate** the job.

   Maybe you can think of more.

   1) What is the name of your job?
   2) Why do you like about your job?
   3) What do you not like?
   4) How much do you earn?
   5) What hours do you work?
   6) Do you get paid for sick leave?
   7) What happens if you are late for work?
   8) Do you get paid for holidays?
   9) How did you get your job?
   10) Have you any other information about your job?

3. On another piece of paper, record the names of people you called.
   For example:

Name of person called:_____	Name of person called:_____
Date of call:_____	Date of call:_____
Time: _____ to _____	Time: _____ to _____

Job Shadowing

Have you ever seen a little boy following his dad around the garage? (You may have done this when you were a child.) The little boy watches his dad lift the old tires into the back of the truck. Perhaps he hands the wrenches and other tools to his dad so that a new tire can be put into the truck more quickly. He decides that he would like to change tires on more trucks.

A little girl watches her dad sand a new table he is making. Later that day, she copies his work and pretends to sand her play table. She watched her dad, decided she could do the job, and then she copied him.

In the above examples, the little boy and girl are **job shadowing** their dads. They are spending time watching the work that is done. They are learning about the person who is doing the job. They are also learning about the job.

Job Shadowing has become a popular activity for adults. Someone who is thinking about becoming a mechanic can **job shadow** a person who is working as a mechanic.

Someone who is thinking about becoming a legal secretary can spend time in an office with a legal secretary to investigate that job.

Job Shadowing _____

Activity Three

A. Getting Ready

Name a job that you would like to investigate by shadowing.

_____

Name the person or company you will call to arrange a job shadowing activity. _____

Where will you be job shadowing? _____
When will you be job shadowing? _____
Who will you be job shadowing? _____

B. Think About:

Reading, writing, sanding, lifting, helping, walking around, working as a team person - these are some activities you can watch people doing on the job.

What activities do you think you will see on the **job shadowing** experience you will have?

_____
_____
_____
_____

C. Watch and Write:
Report your **job shadowing** experience on the following form:

Job Shadowing Report 1

name:_____ date:_____

job site:_____ job:_____

1. List some activities that you saw on this job.

_____

_____

2. What special clothing must the person wear?

_____

_____

3. What special knowledge is needed to be able to do this job?

_____

_____

4. What did you like about this job?

_____

_____

5. What did you not like about this job?

_____

_____

6. Is there anything else you'd like to say about this job?_____

_____

D. More to Do:

If you need to, **job shadow** another person.

Job Shadowing Report 2

name:_____ date:_____

job site:_____ job:_____

1. List some activities that you saw on this job.

_____

_____

2. What special clothing must the person wear?

_____

_____

3. What special knowledge is needed to be able to do this job?

_____

_____

4. What did you like about this job?

_____

_____

5. What did you not like about this job?

_____

_____

6. Is there anything else you'd like to say about this job?_____

_____

Reading for information

You have investigated jobs in two ways.

1) You have used your telephone skills to talk to people you know about the work they do.

2) You have also job shadowed.

Another good way to find out about a job or career is to read **brochures.**
They will often give you different information.

Your college or Canada Employment office (CEIC) will have job/career **brochures.**

brochure: a booklet or pamphlet that has no hard cover

Taking Notes

Activity Four

Read a **brochure** about an occupation you are interested in.

Make short notes about anything important that you find.

Notes:

Do not write in complete sentences. Just get the idea down so that you remember.

* List any new words you find or hear.

Making a decision _____

We plan a lot of things in our lives although we may not really think about it.

Perhaps you have decided to visit Montreal.

Once you decided on a place to visit, the next step was to make plans.

Good planning helps to guarantee a good trip.

Likewise

Good job planning will help to guarantee satisfaction in your career/job.

Recording your plan

At the beginning of this section, you filled in
the information portion of your own occupation/career plan.

Now that you have completed your job investigation, fill in part B.

Part B Occupation/Career Plan

Occupation/career selected: _____

Number 1 choice: _____

Reasons for my choice: _____

_____

Special clothing or equipment needed: _____

_____

I need more information about:

1) _____

2) _____

3) _____

I will find this information by:

1) _____

2) _____

I plan to begin my search for information on _____.

I will know this information by _____.

I am ready to start looking for this job. _____ **yes** _____ **no**

Do this again for your number 2 choice.

Part B Occupation/Career Plan

Occupation/career selected:

Number 2 choice: _____

Reasons for my choice: _____

_____

_____

Special clothing or equipment needed: _____

_____

I need more information about:

1) _____

2) _____

3) _____

I will find this information by:

1) _____

2) _____

I plan to begin my search for information on _____.

I will know this information by _____.

I am ready to start looking for this job. _____ **yes** _____ **no**

Do this again for your number 3 choice.

Part B Occupation/Career Plan

Occupation/career selected: _____

Number 3 choice: _____

Reasons for my choice: _____

_____

Special clothing or equipment needed: _____

_____

I need more information about:

1) _____

2) _____

3) _____

I will find this information by:

1) _____

2) _____

I plan to begin my search for information on _____

I will know this information by _____

I am ready to start looking for this job. _____ **yes** _____ **no**

Continuing the Investigation

Your occupation/career choices may require different levels of education and/or training.

Review the educational requirements that are needed for your choices.

Activity Four

Use a √ mark to indicate the type of education or training that you will need.

My Choices	on the job training	college	other (explain)
1.			
2.			
3.			

Do you remember that telephone conversations, job shadowing and job/career brochures can tell you valuable information?

Use the next activity to focus information about the education or training required for your job choices. You may need to do some research to complete this next activity. You may know the answers now.

Activity Five

Complete this form by naming and listing.

1. Write your job choice title #1_____

2. What subjects do you need to study?_____

3. What subject is most important to you?_____

_____

1. Write your job choice title #2_____

2. What subjects do you need to study?_____

3. What subject is most important to you?_____

_____

1. Write your job choice title #3._____

2. What subjects do you need to study?_____

3. What subject is most important to you?_____

Recording your plan

You may have realized that you need
more education and training to enter your chosen occupation.
If so, complete this section.

Part C Education / Training Plan

I need _____

I can study at _____
name of school

_____
address

_____
telephone

_____
course name

_____
course description

_____

_____ _____
start date/finish length of course

_____
cost

I have decided to _____

You may need to search out
courses in more than one place.
If so, repeat this activity again and fill out
another form to record the information
you have investigated. You will find another form on the next page.

Part C Education / Training Plan

I need _____

I can study at _____
name of school

_____
address

_____
telephone

_____
course name

_____
course description

_____

_____ _____
start date/finish length of course

_____
cost

I have decided to _____

Next, you will explore actual ways to go out after the job you chose.

This is called **job search.**
You need real skills and knowledge to search successfully.

In the following section, you will learn all about job search techniques and you will have the chance to practice for yourself.

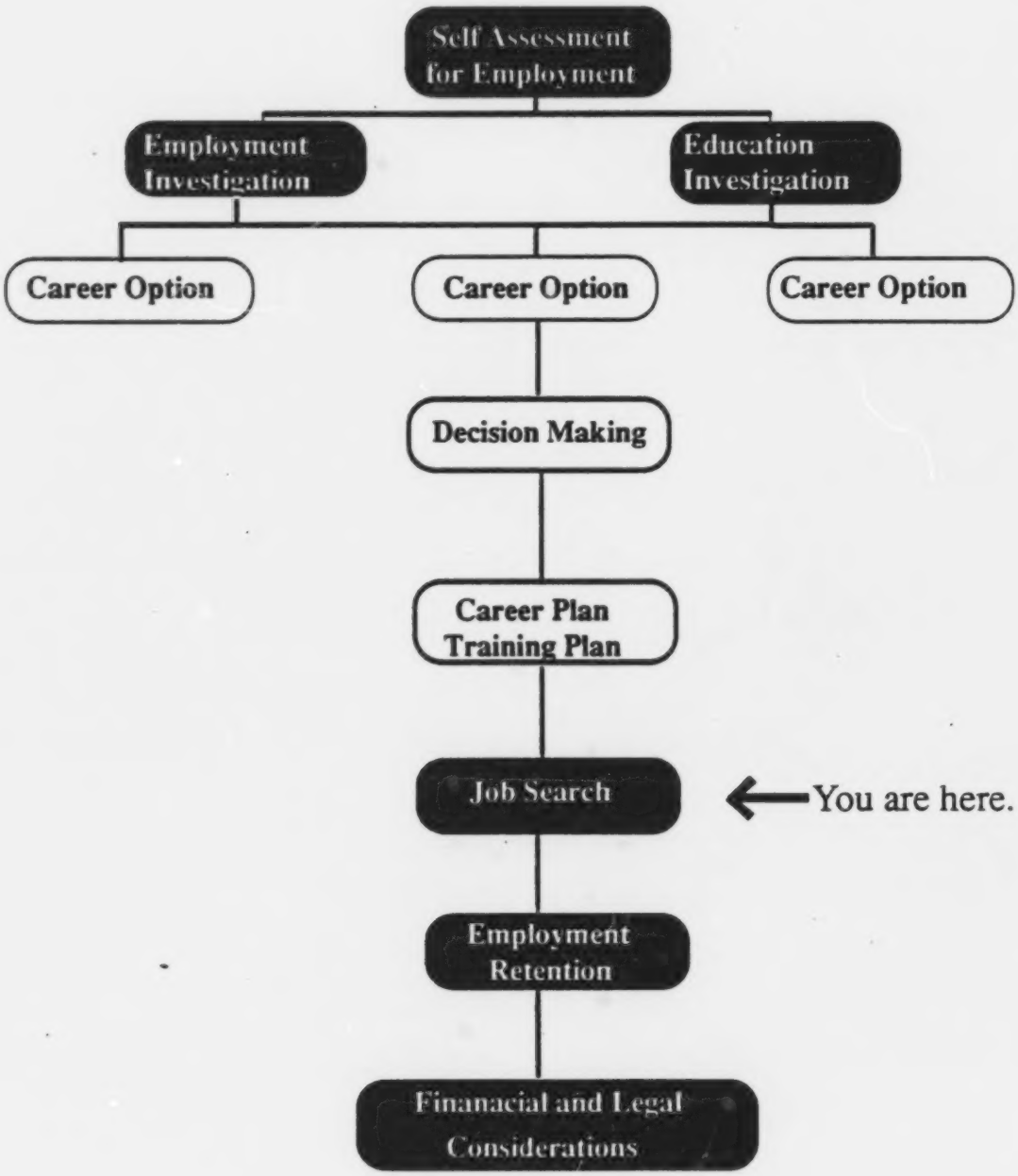
Job Search

Date begun_____

Date completed_____

Job Search

Here is a view of the career planning process.



Job Search

You know something about:

WHAT:
- your skills are
- your interests are
- you want in a job

WHERE:
- you want to use your skills
- you would do well

HOW:
- you go about investigating a job
- you choose a job

Planning your job search

Learning about job search skills is the next step in the Career Planning process.

Finding and obtaining the right kind of job requires a **job search plan**.

A plan of action will help you get that job!

Activity One

Job Search Action Plan

find a job
apply for a job and prepare a resume
prepare for a job interview
conduct an effective job interview
follow-up
change in goals

Name the first step of a job search. _____

Making contacts

Many people begin their job search at the Canada Employment Centre.

Activity Two

Read this list. Check which method you have used.
You may add to the list.

	yes	no
applied directly to employer		
asked friends about jobs where they work		
asked friends about jobs elsewhere		
asked relatives about jobs where they work		
answered local newspaper ads		
answered nonlocal newspaper ads		
private employment agency		
provincial employment service		
school placement office		
civil service test		
asked teacher or professor		
went to place where employers come to pick up people		
placed ad in local newspaper		
answered ads in professional or trade journals		
union hiring hall		
contacted local organization		
placed ads in professional or trade journals		
other		

source: What Colour is Your Parachute? pg. 38.

With a partner discuss:

- How you found your last job.
- What method you found most helpful.

Be prepared to share this with the class.

Making contacts

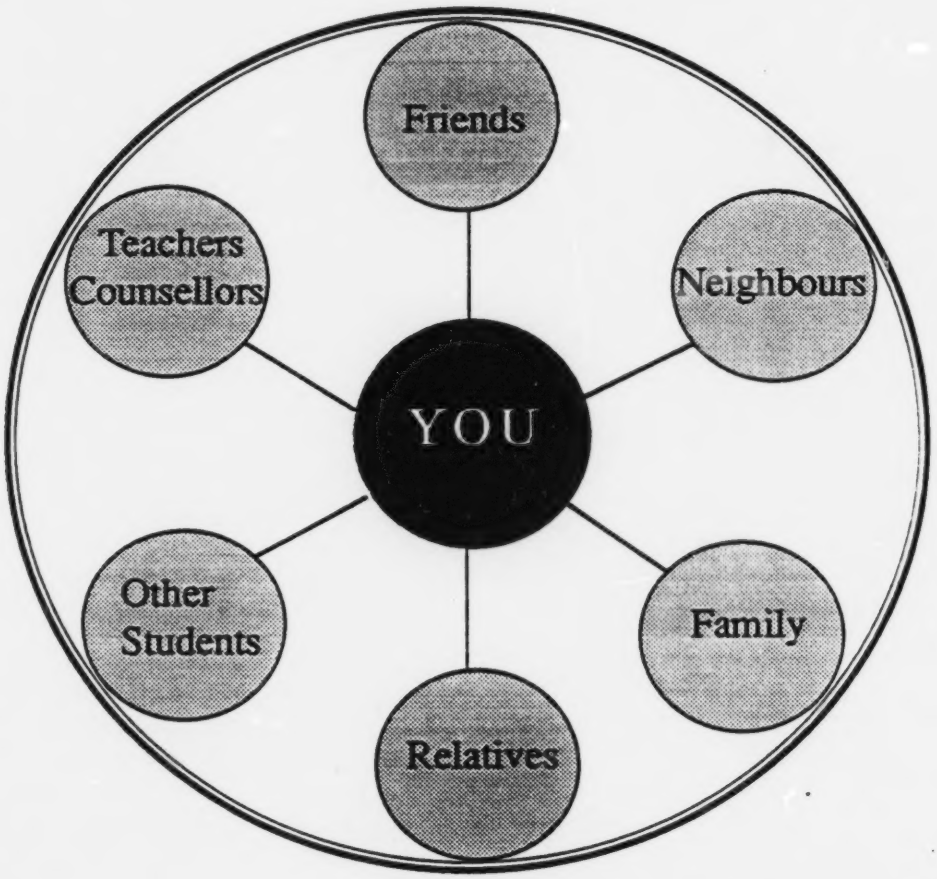
You can increase your chances of finding a job opening!

Use your contacts.

Let people know you are looking for work.

Talk to your friends, neighbours, and relatives.

Studies tell us that people are the best source for you to use.



If you name five people from each circle, you will have 30 contacts!

Listing contacts

You will need a telephone book to do this activity.

Activity Three

Make a list of people you know who may know about jobs.
Fill in the chart with all the information.
Try to name three contacts for each heading

Friends

Name_____
Address_____
Telephone Number_____

Name_____
Address_____
Telephone Number_____

Name_____
Address_____
Telephone Number_____

Neighbours

Name_____
Address_____
Telephone Number_____

Name_____
Address_____
Telephone Number_____

Name_____
Address_____
Telephone Number_____

Relatives

Name_____
Address_____
Telephone Number_____

Name_____
Address_____
Telephone Number_____

Name_____
Address_____
Telephone Number_____

Family

Name_____
Address_____
Telephone Number_____

Name_____
Address_____
Telephone Number_____

Name_____
Address_____
Telephone Number_____

Teachers / Counsellors

Name_____
Address_____
Telephone Number_____

Name_____
Address_____
Telephone Number_____

Name_____
Address_____
Telephone Number_____

Students

Name_____
Address_____
Telephone Number_____

Name_____
Address_____
Telephone Number_____

Name_____
Address_____
Telephone Number_____

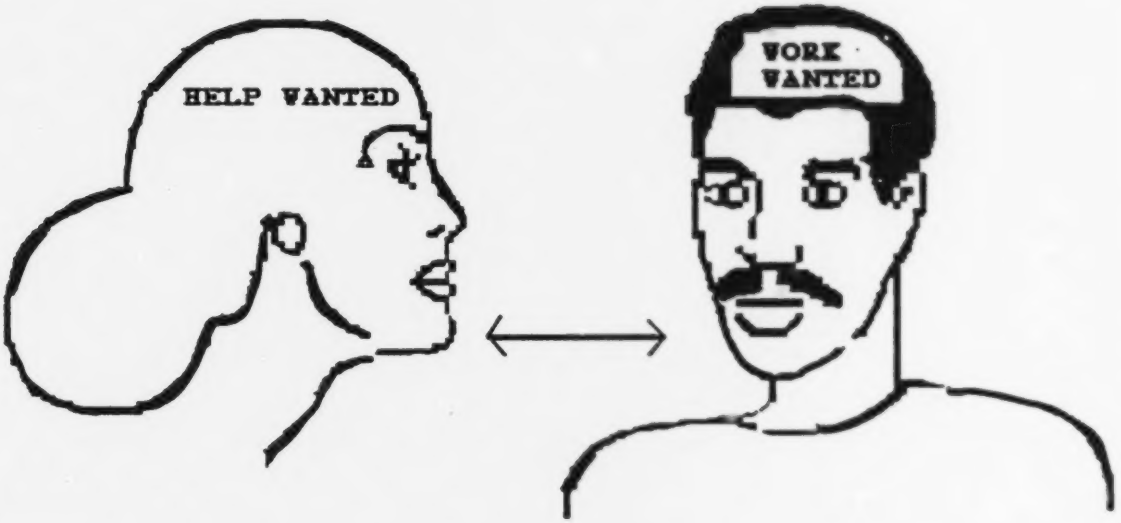
Congratulation!

Now you have the names of 18 contacts who can help you.

Want Ads

Many jobs are listed in the **want ads** of the newspaper.
Want ads are sometimes called **classified ads.**

Want ads are messages
between employers and you.



Finding want ads

You need a copy of your local or community newspaper to do this next activity.

Activity Four

How much do you know?
Write your answers to these questions.

1. What is the name(s) of your local newspaper?

   _____

   _____

2. What is the section and page number of the Help Wanted or Classified Ads? _____

   _____

Understanding the want ads

Here is a sample newspaper index.

INDEX

47. Bonus: 28
Encore: 385557

Action Line	E12	Gordon	A15
Astrology	H6	Letters	A15
Background	A15	Living	E1
Births, Deaths	H15	Local Story	B3
Bridge	H5	MacGregor	A2
Brown's Beat	B1	MacKinnon	D1
Bureaucrats	A4	McGillivary	A15
Business	C1	Nichols	A3
Canada	A3	Noticeboard	B4
City/Region	B1	Party Line	E4
Classified	H1	Radio Listings	H14
Comics	H1	Scoreboard	D4
Crosswords	H13	Sports	D1
Dear Abby	E11	Television	F4
Editorials	A14	Weather	H1
Entertainment	F1	What's Hot	E6
Fashion	E1	World	G1
Gardening	G4	Youth Clinic	E13

Look carefully.
In what section are
the **classified ads** found?

Check the correct answer.

section E ☐

section H ☐

section A ☐

- BIRTHS/ DEATHS/**H15**
- NEWS/**H16**

Classified

Monday to Friday - 8:15 a.m. to 9:00 p.m. • Counter Service - 8:30 • Refer to next page for

Announcements

Published following Classified section

Adoptions
Births
Card of Thanks.....60
Cemeteries.....52
Deaths
Lodge Meetings
Lodge Notices
Memorial Services
Memoriams.....70
Obituaries
Unveilings

Automotive

Antique Autos.....848
Auto Care.....848
Auto Accessories.....850
Auto Services.....852
Automobiles.....844
Autos Wanted.....858
Auto Leasing.....856
Four Wheel Drives.....860
Garages, Parking.....868
Motorcycles, Etc.....865
Motor Homes.....839
Motor Sport Events.....854
Prestige Autos.....842
Sports Car Sales.....844
Sports Car Corner.....845
Trucks.....862
Vans and Customs.....863

Education

Career Training.....224
Learning Exchanges.....227
Music Lessons.....773
Tuition.....228

Employment

Automotive Help Wanted.....192
Baby Sitters Available.....168
Cleaning Help Wanted.....201
Computer Help Wanted.....195
Construction Help Wanted 193
Domestic Help Wanted.....202
Domestics Available.....206
Employment Services.....197
Foreign Jobs.....198
Hair Stylists Wanted.....190
Help Wanted.....180
Hospital Help Wanted.....200
Hotel Help Wanted.....188
Jobs Wanted.....228
Musical Talent.....232
Office Help Wanted.....182
Professional Help Wanted.196
Professional Positions Wanted220
Restaurant Help Wanted....186
Retail Sales Help.....185
Sales Help Wanted.....184
Teachers Wanted.....214
Technical Help Wanted.....194
Temporary and Part-time Help 183

Here is a sample of the classified index.

Look carefully at the Employment subjects.

Computer Help Wanted is number 195.

Activity Five

Give the number for the following:

1. Technical Help Wanted _____
2. Hospital Help Wanted _____
3. Office Help Wanted _____

Reading want ads

Want ads are sometimes hard to read and understand.
The space for the ad is very small.
Sometimes short forms of words are used.
These short forms are called **abbreviations**.

Activity Six

Try to read this ad.
Circle the abbreviations.

Salesperson
Mfct. of techn. eqpt. needs exp.
sales person. Min. 5 yrs. exp.
Sal. 17k. Exc. work cond.
Many co. benefits inc.
Loc. T.O. Call 416-444-4444.

Don't spend too much time on this....

Reading want ads

More practice!
Hint.....use Activity Six to help you.

Activity Seven

Write the abbreviation next to the word it stands for.

manufacture	_____
technical	_____
equipment	_____
minimum	_____
years	_____
salary	_____
seventeen thousand	_____
excellent	_____
conditions	_____
company	_____
included	_____
location	_____
Toronto	_____

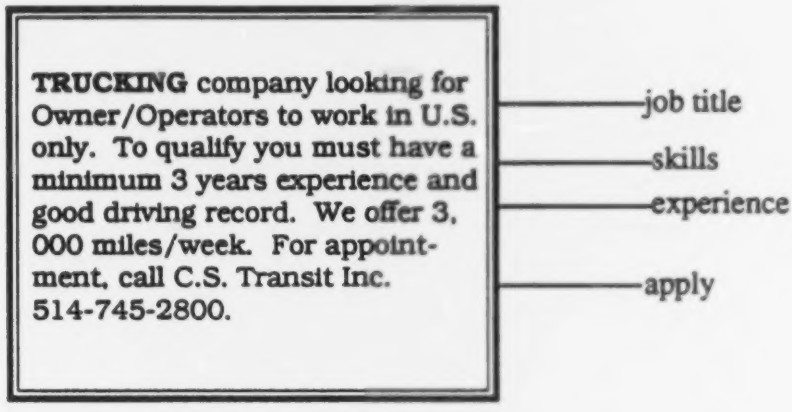
Abbreviations

Here is a list of more abbreviations.

a.m.	morning
appt.	appointment
asst.	assistant
bldg.	building
bus.	business
clk.	clerk
const.	construction
cty.	city
dept.	department
elec.	electric
empl.	employment
	employee
	employer
eqpt.	equipment
etc.	and so on
eves.	evenings
exp.	experience
f.	female
gen.	general
hr.	hour
hrly.	hourly
H.S.	highschool
incl.	including
jr.	junior
lt.	light
m.	male
pd.	paid
p.m.	afternoon
pt. or p.t.	part-time
refs.	references
sal.	salary
secy.	secretary
temp.	temporary
typ.	typing
wk.	week
wkr.	worker
wpm.	words per minute
yr.	year

Using want ads

Here is a sample **Help Wanted** ad from a local newspaper.


TRUCKING company looking for Owner/Operators to work in U.S. only. To qualify you must have a minimum 3 years experience and good driving record. We offer 3, 000 miles/week. For appointment, call C.S. Transit Inc. 514-745-2800.
job title
skills
experience
apply

Want ads tell you:

1. what kind of **job** is offered
2. what **skills** are needed
3. what **experience** is needed
4. **how** to apply
5. **where** to apply

Note: Ads can also tell us about wage, salary and job benefits.

Watch Out!

Not all ads give enough information.

Be careful about Blind Ads.
The blind ad sometimes does not tell you....

- the company name and address
- the telephone number

Here is an example.

> **ATTENTION THIS IS CLEARSTONE**
> Need 10 entrepreneurs who are seriously interested in making 100k in the next 3 to 6 months.
> 777-7777 Mr. Allen

Activity Eight

Find a blind ad and clip or copy it.
Use the space below.

Would you apply? _____

Write your reason. _____

_____

_____

Reading for information

Here is a Help Wanted ad.

SHORT ORDER Cook
(1) required immediately for casee-croute in Kuujjuaq, Quebec 1000 miles north of Montreal. All around fast food experience required, 2-3 years . Inventory control and limited pastry work required. You should be able to adapt to an isolated environment and to work split shifts. Single accommodatrion supplied. Bilingual preferred. Paid trip to Montreal every 3 months. For more information call 819-000-000, Attn: Eric Pearson.

Activity Four

Read it and answer these questions.

What kind of job is offered? _____

What skills are needed? _____

_____

What experience is needed? _____

How should you apply? telephone _____
write _____
send resume _____
in person _____

What other information is offered? salary _____
benefits _____

Does the job require a valid driver's licence? _____

Do you need to have your own car to do this job? _____

valid: current. good, not cancelled, legal

Reading classified ads

Use the classified section of your newspaper to do the next three exercises.

Activity Ten

Look for three Help Wanted ads that you might be interested in. When you find them, clip or copy the ads.

Write down the information in the chart provided. You could use a computer to store this information.

Advertisement # 1

Job title:

Skills required:

Experience needed:

How to apply:

Where to apply:

Other information:

Circle your answer to these questions.

Should you apply for this job?	*yes*	*no*	*not sure*
Do you have the skills?	*yes*	*no*	*not sure*
Should you learn a skill before you apply?	*yes*	*no*	*not sure*

Advertisement # 2

Job title:

Skills required:

Experience needed:

How to apply:

Where to apply:

Other information:

Circle your answer to these questions.

Should you apply for this job?	*yes*	*no*	*not sure*
Do you have the skills?	*yes*	*no*	*not sure*
Should you learn a skill before you apply?	*yes*	*no*	*not sure*

Advertisement #3

Job title:

Skills required:

Experience needed:

How to apply:

Where to apply:

Other information:

Circle your answer to these questions.

Should you apply for this job?	*yes*	*no*	*not sure*
Do you have the skills?	*yes*	*no*	*not sure*
Should you learn a skill before you apply?	*yes*	*no*	*not sure*

Think about.... _____

You can see that job search takes time and effort.

How are you doing so far?

Activity Eleven

Write yes or no.

I can name at least five ways to locate a job opening. _____

I can name at least five new contacts. _____

I know where to find job advertisements in the newspaper. _____

I can understand the abbreviations in the ads. _____

I can understand the job requirements in the ad. _____

If you have answered yes to all the questions, you are ready for the next step.....application forms.

Application forms

Employers need to know about you.

They need to know about the **skills** you have.

Employers get a lot of this information from your **job application.**

Most application forms ask for the same information:

PERSONAL DATA

EDUCATIONAL BACKGROUND

EMPLOYMENT HISTORY OR WORK EXPERIENCE

It helps to have this information written out **before** you complete the real application form.

skill: ability, something you can do

Getting ready

Let's look at the first part called
PERSONAL DATA or PERSONAL INFORMATION

Read the sample.

Position being applied for

Date available to begin work

PERSONAL DATA

Last name

Given name(s)

Social Insurance Number

Home Telephone Number

Address

Street

Apt. No.

Business Telephone No.

City

Province

Postal Code

Are you legally eligible to work in Canada?

☐ Yes ☐ No

Are you between 18 and 65 years of age?

☐ Yes ☐ No

Are you willing to re-locate in Ontario?

☐ Yes ☐ No

Preferred location

To determine your qualification for employment, please provide below and on the reverse, information related to your academic and other achievements including voluntary work, as well as employment history. Additional information may be attached on a separate sheet.

Look at the next page for **Hints** for filling out an application form.

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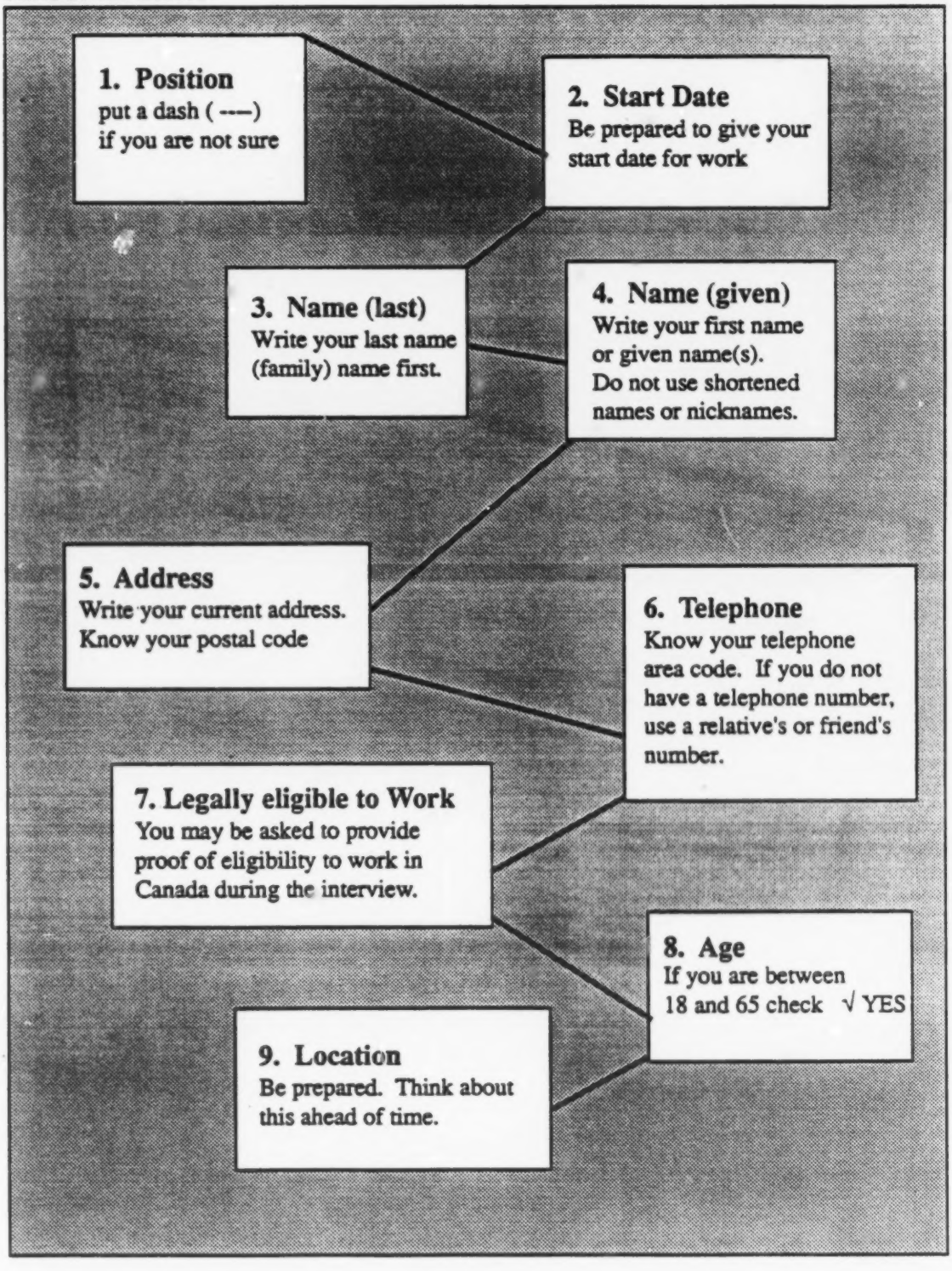
Getting ready hints

PERSONAL DATA

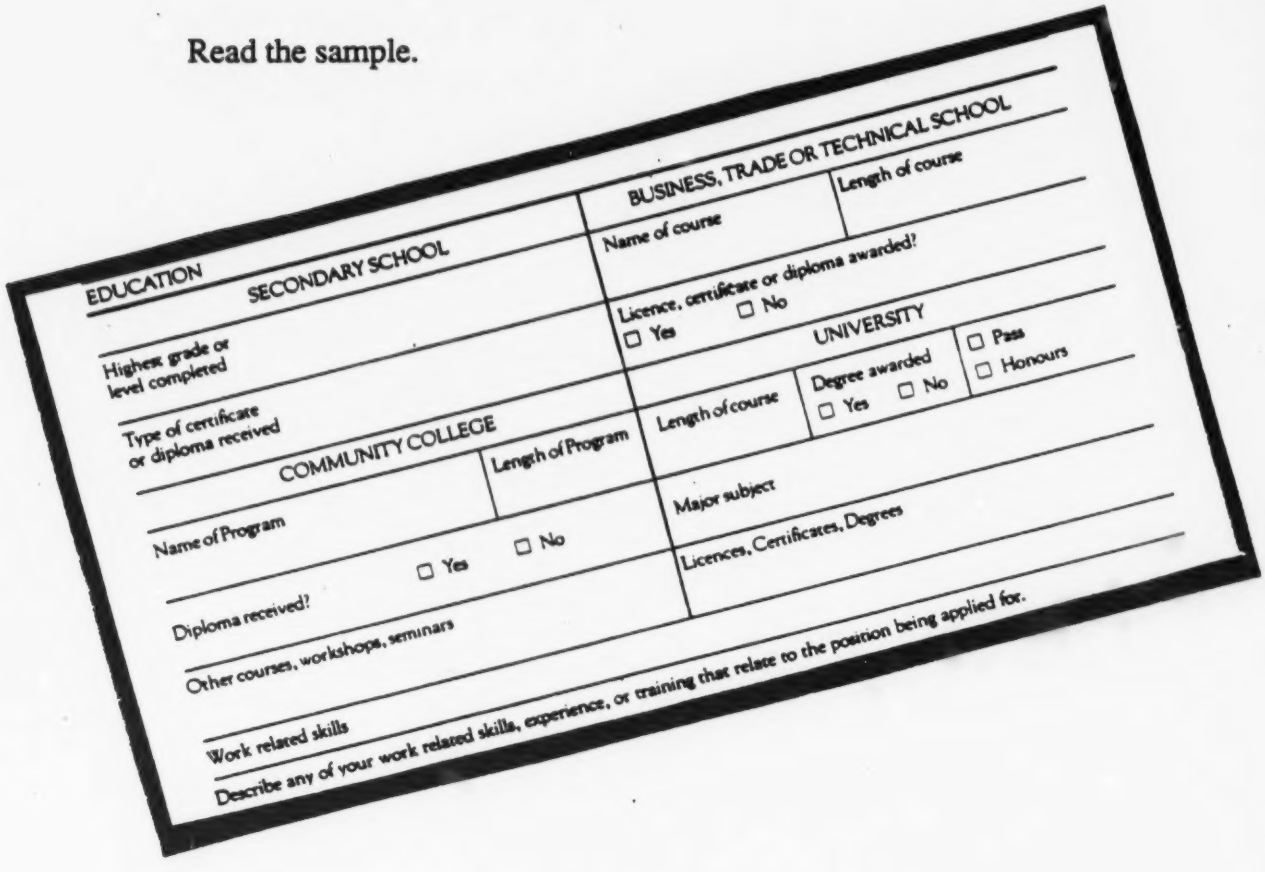

1. Position
put a dash (----)
if you are not sure
2. Start Date
Be prepared to give your start date for work
3. Name (last)
Write your last name (family) name first.
4. Name (given)
Write your first name or given name(s). Do not use shortened names or nicknames.
5. Address
Write your current address. Know your postal code
6. Telephone
Know your telephone area code. If you do not have a telephone number, use a relative's or friend's number.
7. Legally eligible to Work
You may be asked to provide proof of eligibility to work in Canada during the interview.
8. Age
If you are between 18 and 65 check √ YES
9. Location
Be prepared. Think about this ahead of time.

Getting ready

Let's look at the next part - EDUCATION

Application forms may be different
They may be more difficult than this one to fill out.

Read the sample.



EDUCATION

SECONDARY SCHOOL

Highest grade or level completed

Type of certificate or diploma received

COMMUNITY COLLEGE

Name of Program

Length of Program

Diploma received? ☐ Yes ☐ No

Other courses, workshops, seminars

Work related skills

Describe any of your work related skills, experience, or training that relate to the position being applied for.

BUSINESS, TRADE OR TECHNICAL SCHOOL

Name of course

Length of course

Licence, certificate or diploma awarded?
☐ Yes ☐ No

UNIVERSITY

Length of course

Degree awarded ☐ Yes ☐ No

☐ Pass ☐ Honours

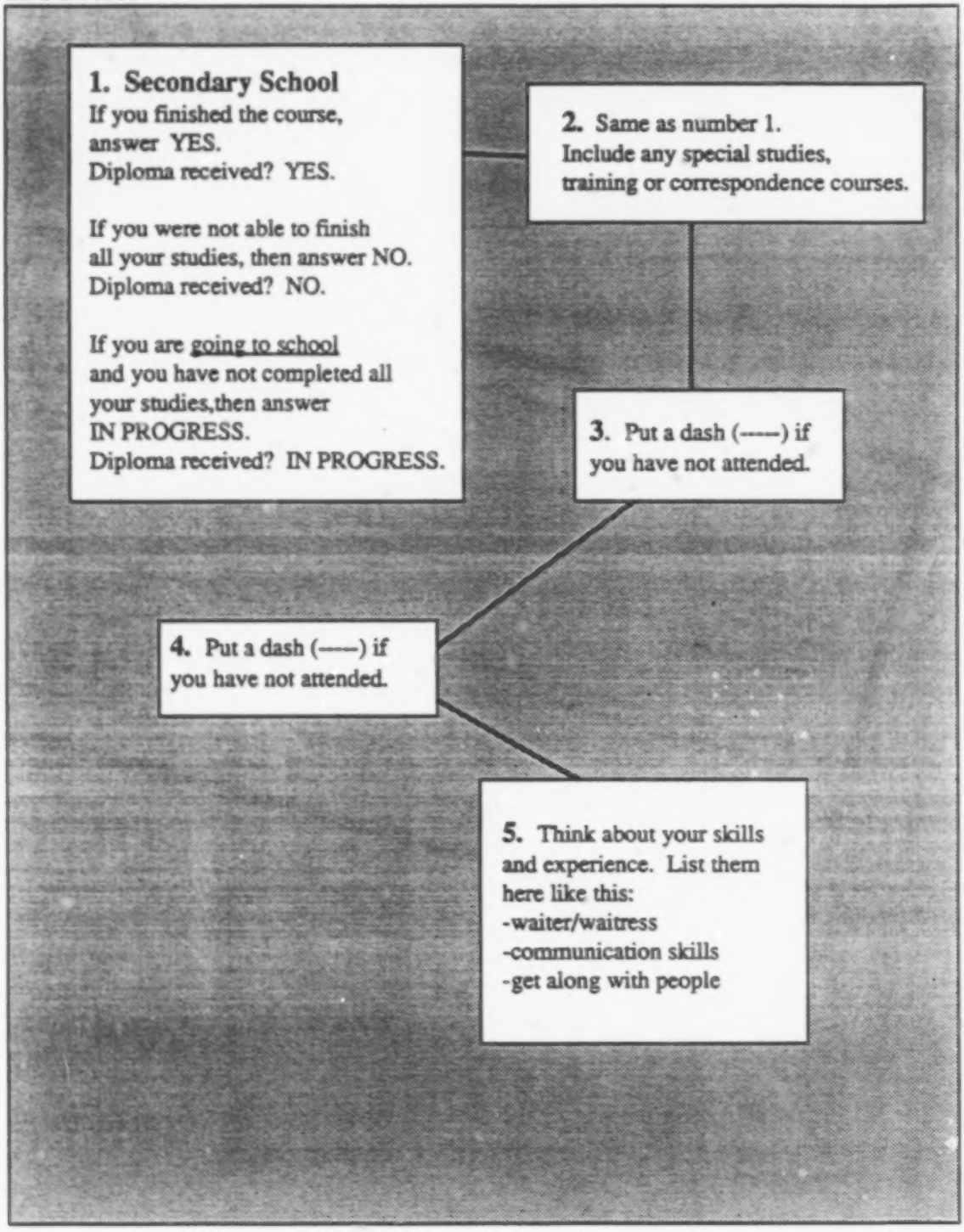
Major subject

Licences, Certificates, Degrees

Look at the next page
for hints to help you.

Getting ready hints

EDUCATION


1. Secondary School
If you finished the course, answer YES.
Diploma received? YES.
If you were not able to finish all your studies, then answer NO.
Diploma received? NO.
If you are going to school and you have not completed all your studies,then answer IN PROGRESS.
Diploma received? IN PROGRESS.
2. Same as number 1. Include any special studies, training or correspondence courses.
3. Put a dash (-----) if you have not attended.
4. Put a dash (-----) if you have not attended.
5. Think about your skills and experience. List them here like this:
-waiter/waitress
-communication skills
-get along with people

Getting ready

The next section is EMPLOYMENT.

Work experience or job experience means a list of places you have worked.
This is your EMPLOYMENT RECORD.

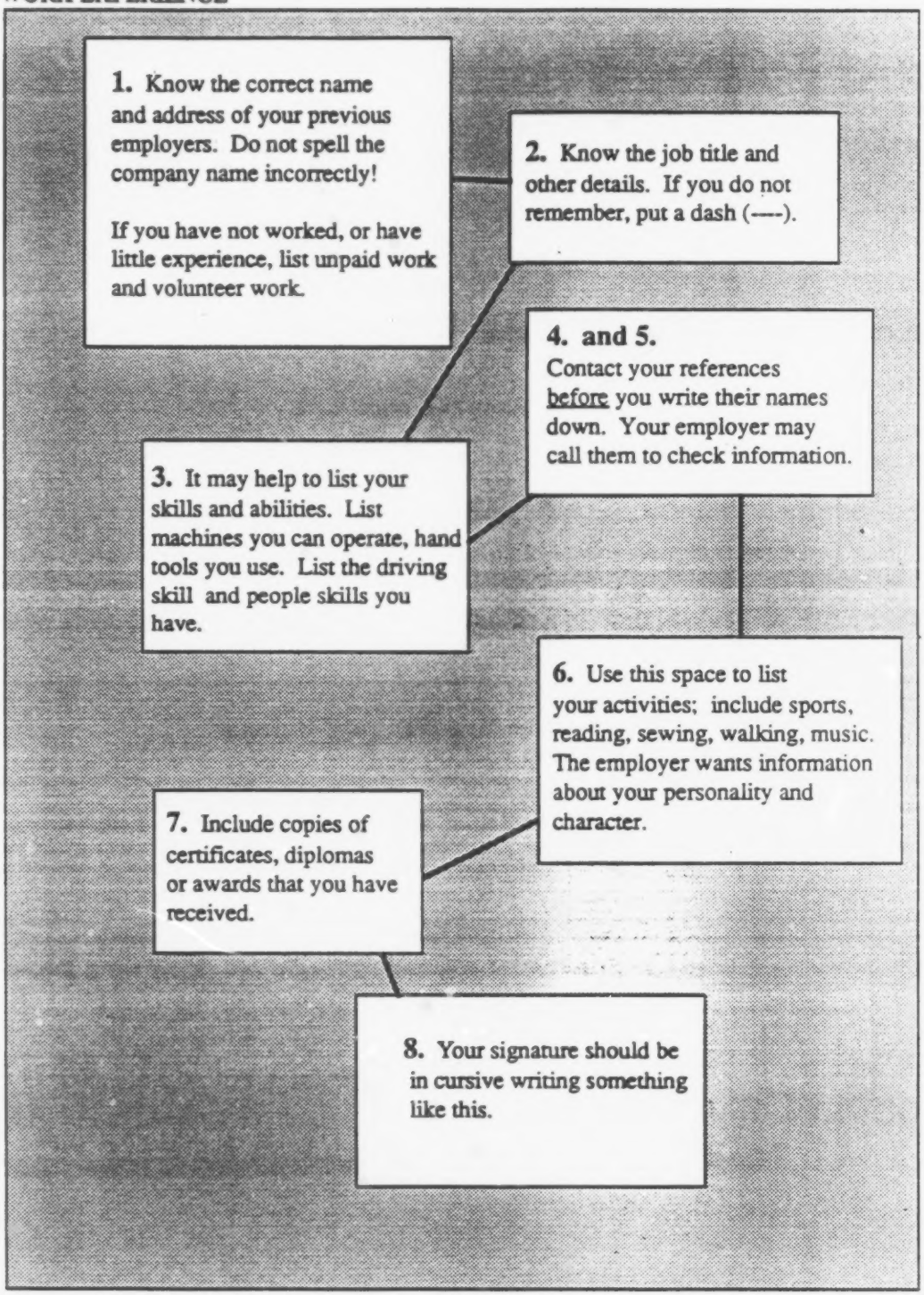
Read the sample

Hints for filling this section follow.

Note: You may have more than one employer to list.

More getting ready hints

WORK EXPERIENCE


1. Know the correct name and address of your previous employers. Do not spell the company name incorrectly!
If you have not worked, or have little experience, list unpaid work and volunteer work.
2. Know the job title and other details. If you do not remember, put a dash (----).
4. and 5. Contact your references before you write their names down. Your employer may call them to check information.
3. It may help to list your skills and abilities. List machines you can operate, hand tools you use. List the driving skill and people skills you have.
6. Use this space to list your activities; include sports, reading, sewing, walking, music. The employer wants information about your personality and character.
7. Include copies of certificates, diplomas or awards that you have received.
8. Your signature should be in cursive writing something like this.

Completing the application form

Are you ready?

Now you will complete an application form.

Before you begin, read the checklist of hints

- ☐ Answer all questions.
- ☐ Be neat.
- ☐ Use a pen. (black or blue ink)
- ☐ Use the sample application.

Activity Twelve

Try it out!

1. Fill out the sample application form that follows. Use this to help you the next time you apply for a job.
2. There are two copies.
3. Use one for practice.
4. Use one for a finished copy.

Self Evaluation - Application Forms _____

Review the finished copy of your application form.
Answer these questions

Activity Thirteen

Check yes or no.	yes	no
Did you print all your answers?		
Did you use a pen?		
Did you place your given name and family name in the right space?		
Did you print the area code and telephone number?		
Did you print the name of your city and province?		
Did you add your postal code?		
Did you check your spelling?		
Did you sign your form?		

Important

It is difficult to see your own mistakes.
Have someone check it with you.

Who should have a resume.....? _____

Today everyone needs a resume.

- employed workers
- unemployed workers
- students
- part-time workers

Knocking on doors and filling out application forms are not enough.

The next few activities will help you decide

WHAT KIND OF RESUME YOU NEED

and show you

HOW TO WRITE A SIMPLE AND CLEAR RESUME

Who should have a resume.....?

Terry's Story

Terry is one person who needs a resume.

Right now Terry is looking for employment.

This is unusual for Terry.

Terry has worked for a long time and he/she has changed jobs several times.

For this reason, Terry needs a chronological resume.

On the next page is a copy of Terry's resume.

Read it.

chronological: events are written in the order they happened in time

Terry M_____
101 Walnut Avenue
Sarnia, Ontario
N7T 3V5 Telephone 666 6666

JOB DESIRED

To obtain a job as an Automotive Diagnostic Technician Trainee

EDUCATION

Ontario Basic Skills - Current
Heavy Equipment Maintenance Course - completed
Secondary School - partial

EMPLOYMENT HISTORY

ABC Moving Company
Thunder Bay, Ontario

Truck Driver (Sept. 84 - Dec. 85)
-driver of heavy double axle truck on highway across Canada
-occasional mover of office equipment

Northwest Heavy Equipment Co.
Kingston, Ontario (Aug. 81-Sept. 84)

Apprentice Mechanic
-maintenance of heavy equipment (tractors)
-order parts
-deliver parts
-back-up driver

Petro Canada
Toronto, Ontario

Gas Station Attendant (May 78-81)
-gas fill-ups
-oil changes
-window cleaning
-general maintenance

INTERESTS

woodworking, wood carving, CB radio, VCR home repairs

REFERENCES

Available upon request.

Decision Making

Has Terry written the resume well?

The following questions will help you decide.

Activity Fourteen

Read each statement.
Check √ your answers.
You may add to the list.

Terry.....	agree √	disagree √
used simple words		
gave complete information		
spaced each section well		
had no mistakes in spelling		
said what job she wanted		
wrote neatly and clearly		
wrote the information in the right 'time order'		

time order: chrononlogical order

What is a resume.....?

A resume is an outline of

- your experience
- your skills
- your education
- your interests / activities

A resume has the same information as a job application form.

A good resume will give a positive image of you.

It will get you an interview with the employer!

What does a resume do.....? _____

Do this quiz to show how much you know.

Activity Fifteen

Circle yes or no.

A resume describes your **abilities**.	yes	no
A resume indicates your **accomplishments**.	yes	no
A resume reflects your **character** and **personality**.	yes	no
A resume gets you an **interview**.	yes	no

The answer to all these questions is **yes.**

You may not understand all the words. You will learn these later.

Knowing yourself

Do you need a resume?

- you have had long breaks in your employment
- you have worked for a long time at one job
- you have done many jobs for no pay
- you plan to change your job

Does this sound like you or someone you know?

Do you agree with one of these statements?

Then you need a resume.

Another kind of resume

The resume must clearly emphasize your skills.
A functional resume emphasizes your skills.

Chris' Story

Chris is also looking for work.

Chris has had very little paid work experience but has learned many skills.

Chris has volunteered for work and worked for no pay.

Chris needs a **functional resume** to help get a job.

On the next page is a copy of Chris' resume.

Read it.

Chris G_____
7 Chestnut Avenue
Hamilton, Ontario
L8L 6K5 Telephone 887-8888 (H)

JOB DESIRED

To obtain a job as an Assistant Hotel Management Trainee.
I would like to use my skills in organizing office records, operating business machines and talking to the public.

EDUCATION

Ontario Basic Skills - current
Computer Ease Evening Course - completed
Secondary School - partial

SKILLS AND EXPERIENCE

Organizing
- order office supplies
- maintain file systems
- determine work schedules
- set work priorities and deadlines

Operating Business Equipment
- type letters and memos
- word process reports
- operate calculator
- operate photocopier

Communication
- answer telephone
- arrange appointments
- speak to small and large groups
- work out complaints

Marketing
- wrote ads and announcements
- conducted telephone campaign
- mail out letters

INTERESTS

Volunteer Activities
- Cancer Society, fund-raiser
- Parent Teacher Council, member
- Day Care Toy Library Co-ordinator

Other
travel, walking, cooking

REFERENCES

upon request

You may choose to include a list of past employers.

Decision Making

Has Chris written the resume well?

The following questions will help you decide.

Activity Sixteen

Read each statement.
Check √ your answers.
You may add to the list.

Chris.....	agree √	disagree √
used simple words		
gave complete information		
spaced each section well		
had no mistakes in spelling		
said what job she wanted		
wrote neatly and clearly		
wrote the information in the right 'time order'		

Organizing your information

This activity will help you gather the information you need to write your resume.

Activity Seventeen

Make a list of jobs you have held (part-time, full-time, paid and unpaid). Complete each column.

Job Title or Position	Skills Used	Awards
car washer	drive cars, operate water hoses, machinery	employee of the month

Three words that best describe me...

1. _____

2. _____

3. _____

Use this information to help you complete the next activity.

Preparing to write

You are now ready to decide whether to write a **chronological resume** or a **functional resume.**

You need time and the best information to write your resume.

Do not expect to do this job quickly.

You need time to review and list all your skills.

GET HELP!

Ask friends and relatives to help you if you need to.

The **self-assessment** surveys in Part One of this unit can help you too.

Look back and get information from your **job application** form in this unit. Use this information to complete the next activity.

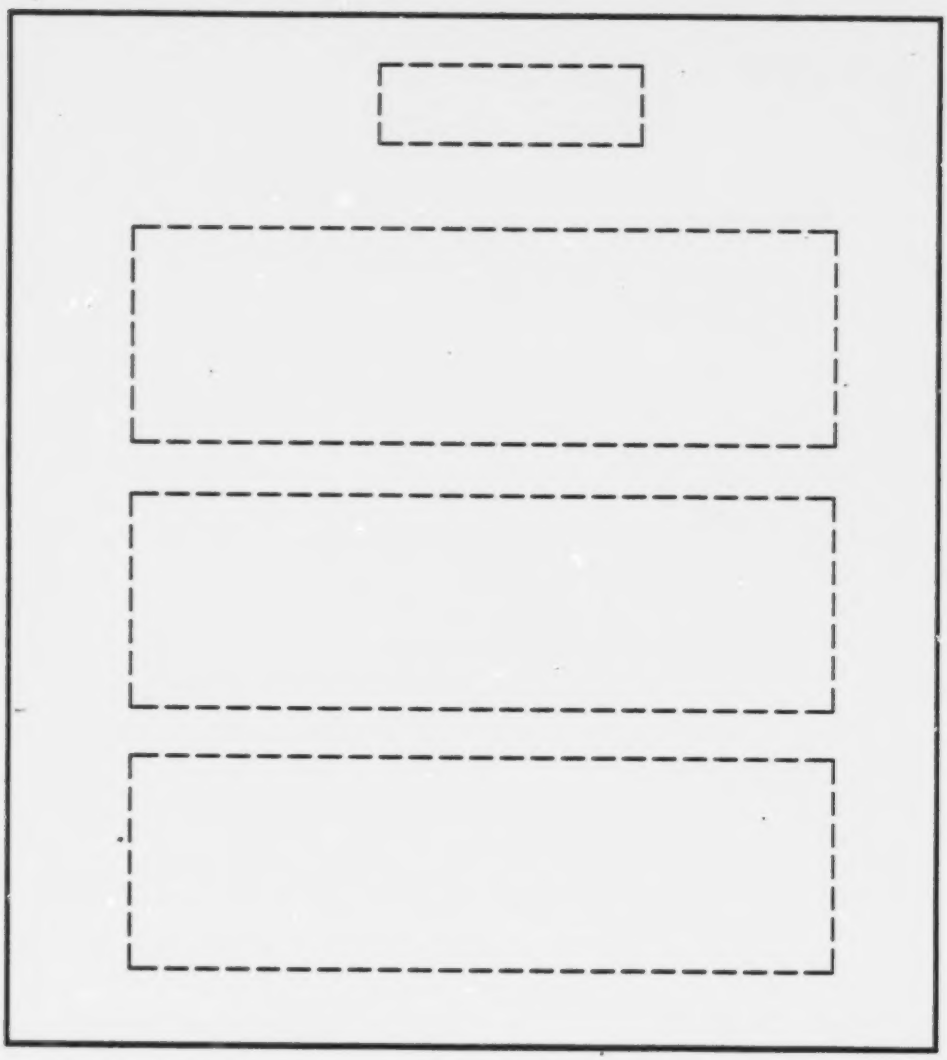
Your resume

All resumes begin with your name, address and telephone number.

The rest is your choice.

Use another paper to write your own resume.

Activity Eighteen



Decision Making

Have you written your resume well?

The following questions will help you decide.

Activity Nineteen

Read each statement.
Check √ your answers.
You may add to the list.

I....	agree √	disagree √
used simple words		
gave complete information		
spaced each section well		
had no mistakes in spelling		
said what job I she wanted		
wrote neatly and clearly		
wrote the information in the right 'time order'		

Getting an interview

You can get an interview two ways:

1. The employer calls you.

2. Call the employer yourself.

If you telephone, remember to practice good telephone skills. (This was covered in Part Two)

Preparing for the interview

Congratulations!

You now have a job interview.

Are you prepared?

You only have a short time during an interview.
Studies tell us the first four minutes are the most important.

Activity Nineteen

What can you do to make a good impression?

	do √	don't √
go alone		
take a friend		
dress appropriately		
dress casually		
be neat and clean		
arrive a few minutes early		
arrive an hour early		
look serious		
speak softly		
look like you expect to get turned down		
stand until you are asked to sit down		
know the interviewer's name		
use it during the interview		

Can you think of three other things you can do?
Complete the statement.

I can _____

I can _____

Interview Hints

Honesty and humour are the two basic elements of a good interview.

Most important is ... **be yourself.**

Nervousness is normal!

Use the checklist to help you make your interview successful.

Preparation

- √ know the time, date and place of the interview
- √ be on time, arrive early
- √ be prepared to answer questions and ask questions about the job position and company

Appearance

- √ smile
- √ be clean and neat
- √ wear appropriate clothing

During the interview

- √ listen carefully
- √ be aware of your body language
- √ talk about your skills and qualifications

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More hints

The Importance of Listening

Listening is a real skill....most of us take it for granted.

When you think about it, you will realize that some people are better at it than others.

You will be able to get good information about your employment and education choices from other people.

Effective listening can be a great help to you during an interview.

You can learn to do it better!

Here are some suggestions that will help you pay attention to a speaker and understand what is being said during an interview.

1. **Look directly at the person speaking.**

   You will see his/her facial expressions and gestures.
   Your mind is less likely to wander if you are watching the speaker.

2. **Make comments about what is being said.**

   Repeat the speaker's words. You will hear it twice.
   Use phrases such as " I understand", "Of course" and "Yes."
   If you don't understand, say so!

3. **Use body language.**

   Use your body to tell the speaker that you understand and agree.
   Nodding your head, smiling or frowning will help you to concentrate and keep you awake!

Practice the interview

Role playing an interview will help you prepare and practice your answers to questions.

You may wish to....

1. role play alone using a mirror
2. tape record your interview
3. videotape your interview

Before you begin practicing your answers, you need a list of questions.

If you were the employer what questions would you ask?

Activity Twenty

Check the questions you think are frequently asked during an interview.

You may add to the list.

	often asked	sometimes	never
1. Tell me about yourself.			
2. What kind of work are you interested in?			
3. Have you done this kind of work?			
4. Why do you want to work here?			
5. Why did you leave your last job?			
6. What do you know about our company?			
7. What are you ideas about salary?			
8. What are your strengths?			
9. What are your weaknesses?			
10. How would your friends describe you?			
11. Would you be willing to move?			
12. What are your long term goals?			
13. _____			
14. _____			

Practice the interview

Activity Twenty-one

Think about questions you do **not** want to discuss.

List the questions here if you wish.

1. _____

2. _____

3. _____

Discuss with your teacher or a friend how to handle these questions.
Write your answers to these questions if you wish.

1. _____

2. _____

3. _____

Be aware of your legal rights before an interivew.
Refer to the legal section for extra information.

Waiting

The interview is over.

You are waiting for an answer.

Do you get the job ?

Employers will usually telephone to let you know.

Wait no more than five working days.
If you still have not heard, telephone the employer.

You may find out that someone else has gotten the job.

You can learn from the experience.

Do not be discouraged. You can follow up with the same employer.

You do this by mentioning an interest in part-time work and by leaving your resume to be put on file. Also, ask the employer for job leads and then repeat the **job search activity.**

Success

The interview is over and you got the job!

Congratulations!

The job search may be over, but you still must work
to maintain your employment.

The next part of this unit will tell you how to stay successful on the job.

Employment Retention

Date begun_____

Date completed_____

Employment Retention

You now have a job or know what you have to do to get one. This section will explore what you can do to make your job experience as positive and successful as possible.

You already know that doing your job well is very important. Getting along with people makes a big difference. How you feel about things - your attitudes - will also affect how you work.

Let's take a closer look.

What Employers Want

Keeping a job involves more than just showing up.

Employers expect many things from you.

The next activity will show you some of the things that employers want.

Activity One

Imagine that you are a manager in a department store. You have a difficult problem. You must lay off one employee.

- Read the story on the next page telling you about Mary.
- Rate how well Mary is working. Fill out the form called the Employee Rating Sheet.
- Then answer the questions about whether or not to lay off Mary.

continued on next page

What Employers Want

About Mary

Job Performance

Mary works as a bookkeeper. She usually shows up for work every day, but she is late about three times a month. If she cannot be at work, she sometimes forgets to call in.

Mary works very hard and completes her work. She follows directions well and does not make many mistakes.

Relationships With People

Mary prefers to work on her own. She doesn't like to help the other bookkeepers. She gets upset if anyone criticizes her work. Several employees have said she is impolite to them and sometimes she gets into arguments.

Attitude

Mary likes to do her day to day work. She gets upset if she has to do something new. If someone tells her she has made a mistake, she gets angry. She is very proud of her work.

continued on next page

What Employers Want _____

Fill out the following Employee Rating Sheet to rate how Mary is doing.

Employee Rating Sheet

Employee's Name _____ Date _____

Job Title _____

	very good	good	poor
Job Performance			
1. Attendance			
2. Is on time for work			
3. Calls if late or absent			
4. Does the work properly			
5. Follows directions			
6. Works hard			
Relationships With People			
1. Works well with others			
2. Helps other people			
3. Willing to learn from others			
Attitudes			
1. Willing to change and try new things			
2. Admits mistakes and learns from others			
3. Believes in cooperating with others			

Comments: _____

_____

continued on next page

What Employers Want

Would you lay off Mary? _____ yes _____ no

Explain

Keeping Your Job

The following activity will describe things that are important if you want to keep your job. How do you rate yourself on each item?

(If you are not employed now, think of your last job.)

Activity Two

Check √ how well you do each thing.	always	almost always	want to improve
• I wear suitable clothes for work.			
• I start work on time.			
• I rarely miss days of work.			
• I follow directions.			
• I take care of equipment.			
• I am willing to learn new things.			
• I complete my work on time.			
• I am willing to help other employees.			
• I can accept criticism.			
• I am willing to learn from others.			
• I am friendly and polite at work.			
• I care about the feelings of others.			
• I admit my mistakes.			
• I do what I say I'm going to do.			
• I can deal with unexpected problems.			
• I ask for help, when I need it.			

List 3 things you want to improve.

1. _____

2. _____

3. _____

Problem Solving at Work

Employers say they want employees who can solve problems and make decisions.
The next activity will give you a chance to solve some problems that may come up at work.

Activity Three

Work in a group if you can.

Read each problem and the possible solutions.
Think about the result of using each solution.
Circle the solution you think is best.
Then **explain** why you made your choice.

1. You have done your job by hand for many years.
Your boss has bought a new machine which will help you do your work faster.
You don't like using machines.

What would you do?

a. Ask your boss for time off for training.
b. Ask another worker to help you learn as you do your job.
c. Continue to do your job by hand.
d. Other

Explain_____

_____

_____

_____

continued on next page

Problem Solving at Work _____

2. You have been doing your job for a long time.
You know a faster and better way to do the work.
The changes will be more effort at first because you have to set things up.

What should you do?

a. Sell the idea to another company
b. Suggest it to your boss
c. Do nothing
d. Other

Explain_____

_____

_____

_____

3. Your boss has offered you a promotion.
You will earn more money.
You will have to do more writing and you can't write well.

What would you do?

a. Accept the job and ask a friend to help you
b. Say **no** to the promotion
c. Try the new job and take a writing class at night
d. Quit and find a job where they won't ask you to do what you can't
e. Other

Explain_____

_____

_____

_____

Problem Solving at Work

4. You have a new job.
   You are learning to use new equipment.
   You make a mistake.
   What would you do?
   a. Say you made a mistake and let someone show you again
   b. Try again on your own
   c. Hope no one noticed and ask for help
   d. Other
   Explain_____

5. You have to finish your job. You have 45 minutes of work to do.
   It is almost quitting time.
   What would you do?
   a. Do it carefully and finish late
   b. Work quickly and hope no one notices how it is done
   c. Ask your boss to get you some help
   d. Other
   Explain_____

continued on next page

Problem Solving at Work

6. You are a new immigrant to Canada. The people you work with make jokes about what you eat for lunch and how you speak. This makes you feel very nervous and unhappy at work.

What would you do?

a. Speak to the people who upset you
b. Speak to a union representative
c. Speak to the boss
d. Complain to the Human Rights Commission
e. Other

Explain_____

_____

_____

_____

You need to practice many skills to help you retain your employment. You can see that decision making and problem solving are two very important skills to have. Employers value these skills. Use them wisely on your job.

The next section, Financial Considerations, will help you to better understand your wage or salary that you will be earning.

Financial and Legal Considerations

Date begun_____

Date completed_____

Financial Considerations

Once you find a job,
you will expect to be paid a wage or salary.

What you expect to be paid may be different from what you receive.

Why?

The next set of activities will help you know more about your salary, your benefits and your pay stub.

Calculating your pay

Now is the time to practice your skills in mathematics. Get ready!

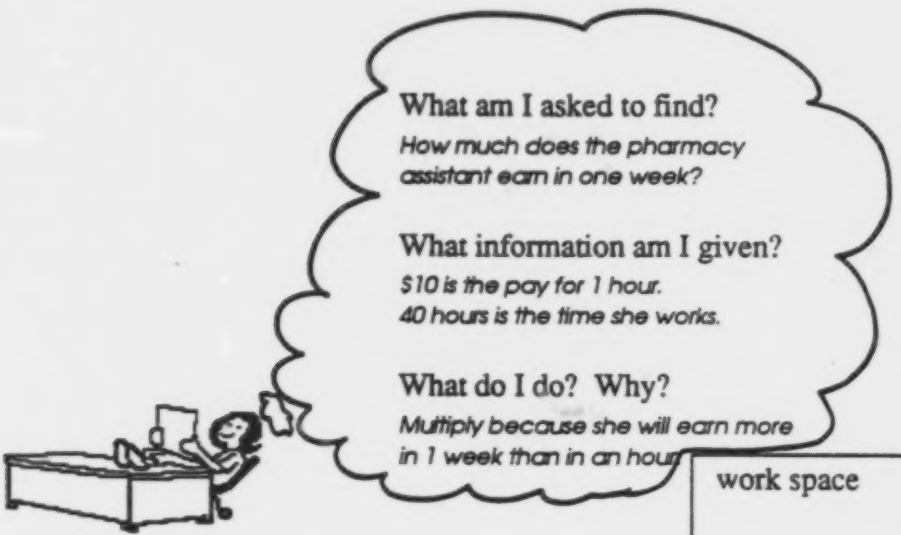
To solve a math problem, you may need to read the problem 4 or 5 times. You could ask yourself the following questions.

Calculating your pay

Here is a sample problem. It will show you how to solve a math problem.

Problem: A pharmacy assistant earns $10 an hour. She works 40 hours a week. How much does she earn in a week?

Think:


What am I asked to find?
How much does the pharmacy assistant earn in one week?
What information am I given?
$10 is the pay for 1 hour.
40 hours is the time she works.
What do I do? Why?
Multiply because she will earn more in 1 week than in an hour

work space

$$\begin{array}{r} 10 \\ \times 40 \\ \hline 00 \\ 40 \\ \hline 400 \end{array}$$

Solution: $10 x 40 = $400

Answer: The pharmacy assistant earns $400 in a week.

It is best to write a complete sentence for your answer to a math problem.

Calculating your pay

Here is a different type of problem.

Problem: Sometimes the pharmacy assistant works **overtime.** She earns **time and a half** for overtime. Her usual wage is $10 an hour. How much does she earn for an hour of overtime?

Think:

What am I asked to find?

How much does the pharmacy assistant earn at time and a half?

What information am I given?

$10 is the pay for 1 hour.
Overtime is time and a half.

What do I do? Why?

Step 1: Divide $10 by 2 to get a half.
Step 2: Add $10 to this number to get the total overtime pay rate.

Solution: Step 1: $2\overline{)\$10}$ → 5

Step 2:
$$\begin{array}{r} 10 \\ +\ 5 \\ \hline \$\ 15 \end{array}$$

Answer: The pharmacy assistant earns $15 an hour at time and a half.

Calculating your pay _____

Activity One

Here are four problems about pay. Follow the steps you just learned to solve each problem. Be sure to use a sentence to write each answer.

1. **Problem:** A word processor earns $8 an hour. He works 44 hours a week. How much does he earn in a week?

Think:

What am I to find?_____
_____

What information am I given?_____
_____
_____

What do I do?_____
_____

Solution:

Answer: _____
_____

Calculating your pay

2. **Problem:** A bartender usually makes $260 a week. How much does she make in a year?

Solution:

Hint: There are 52 weeks in a year.

Answer: _____

_____

3. **Problem:** An air traffic controller earns $20 an hour. His overtime pay is at **time and a half**. How much would he earn for working 5 hours of overtime?

Solution:

Hint: There are 2 parts to this problem!

Answer: _____

_____

Calculating your pay

4. **Problem:** A credit officer in a bank makes $12 an hour. She works 44 hours for a regular work week.
One week, she worked 3 hours overtime. She gets **time and a half** for overtime. What was her total pay for that week?

Solution:

Hint: There are 4 parts to this problem!

Answer: _____

_____

Financial Benefits

The financial part of your job is very important.

In Part One, you already calculated the salary you need to live on.

This section is going to describe the financial benefits that jobs offer apart from salary. These benefits can save you and your family money. They contribute to your job satisfaction.

What I Know About Financial Benefits

Activity Two Part A

Read the following list of financial benefits and write what you think each benefit gives the employee. Two have been done to help you get started. Leave a blank beside any you do not understand.

dental plan _____

medical/hospital plan _____

prescription drugs _____

eye care _____

sick pay *money while off work - sick*

retirement plan _____

investments (shares) _____

on the job training _____

living accomodation _____

shift work *not regular work hours, family problems*

overtime _____

company car _____

travel allowance _____

life insurance _____

uniform _____

child care _____

vacation pay _____

paid holidays _____

Activity Two
Part B

Which five benefits are the most important to you?

1. _____

2. _____

3. _____

4. _____

5. _____

Part C

Which benefits do you **NOT** understand?

(the ones you left blank)

_____

_____

_____

_____

Finding Out About Financial Benefits

One way to find out about something is to talk to someone.

An expert is a person who has a lot of information

about a particular subject.

The following activity will give you the chance to listen

and talk to a financial benefit expert.

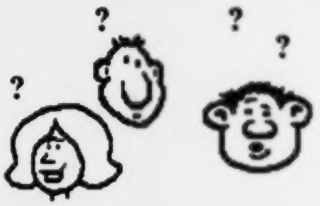
Activity Three

If you are doing this activity alone,
find a local business,college or company
that has a Personnel or Human Resource Officer.
Call and make an appointment to meet with this person
to get information about financial benefits available in
that workplace.

or

If you are working in a group or with a class,
decide together whom you would like to invite.
Have one person invite the expert to come and speak to you.
Arrange a date, location and time.
Decide on the length of the talk and question period.

Questions about financial benefits



It's important to be ready for a speaker.

By preparing yourself for the visit,

you can make the best use of the speaker's time and knowledge.

One way to prepare is to plan your questions before the speaker arrives.

Here's your chance!

Activity Four

Write 3 questions that you personally would like to ask the financial benefit expert

1. _____

2. _____

3. _____

Be ready to ask these questions.

Listening to a financial expert

Your speaker has arrived. You are prepared with your list of questions.

Activity Five

LISTEN to the speaker.

ASK your questions.

THANK your visitor!

Activity Six

Did you learn anything new about financial benefits from the visit?

Write what was said that was most important to you.

Reading your pay stub

It is a great feeling to receive your pay at the end of a work period! Have you ever been surprised or disappointed to see the amount of your check?
Was it a lot less than you expected?

Unless you are paid in cash, you will get a **pay stub** along with your cheque. It will explain what you earned and what you received.

Here are some of the sections you may see on your **pay stub.**

- your name
- employee number
- date
- cheque number
- pay period
- Canada Pension Plan (C.P.P.)
- Unemployment Insurance (U.I.C.)
- income tax
- dental plan
- drug plan
- group insurance
- overtime
- vacation pay
- gross earnings or gross pay
- net earnings or net income
- rate of pay
- time or hours worked

pay stub: a piece of paper attached to a pay cheque listing financial information about your pay

Reading your pay stub

Your **pay stub** is a financial picture of your work for a pay period.

Employee Name	Employee Number	pay period		
B. Jenkins	005162	12/03/90 - 26/03/90		
gross earnings	**vacation pay**	**overtime**	**hours**	**rate of pay**
$806.80	$32.34		80	$10.09
C.P.P.	**income tax**	**group insurance**		
$15.78	$89.83	$ .85		
union dues	**U.I.C.**	**dental plan contributions**		
$2.50	$14.86	$1.50		
date of issue	**cheque number**	**Net Pay (amt. of cheque)**		
26/03/90	1220	$681.86		

Part of your **pay stub** may give you information. It may have your employee number, pay period, number of hours worked and so on.

Another part will list **deductions**.

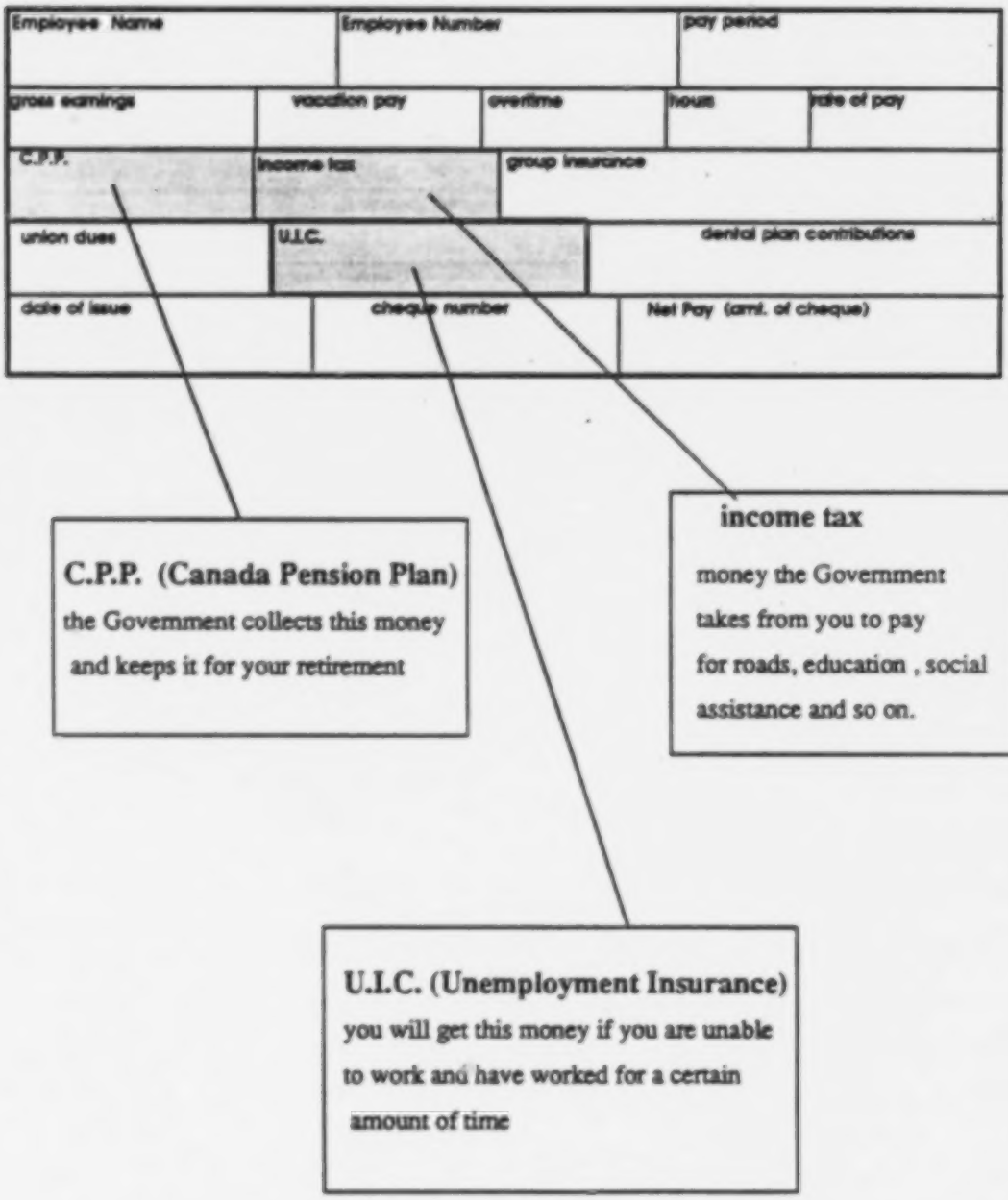
Deductions are money subtracted from a pay cheque. They are such things as income tax or benefits which you may get back later.

There are three things that must be paid from every pay cheque.

They are:

1. income tax
2. U.I.C (unemployment insurance)
3. C.P.P. (Canada Pension Plan)

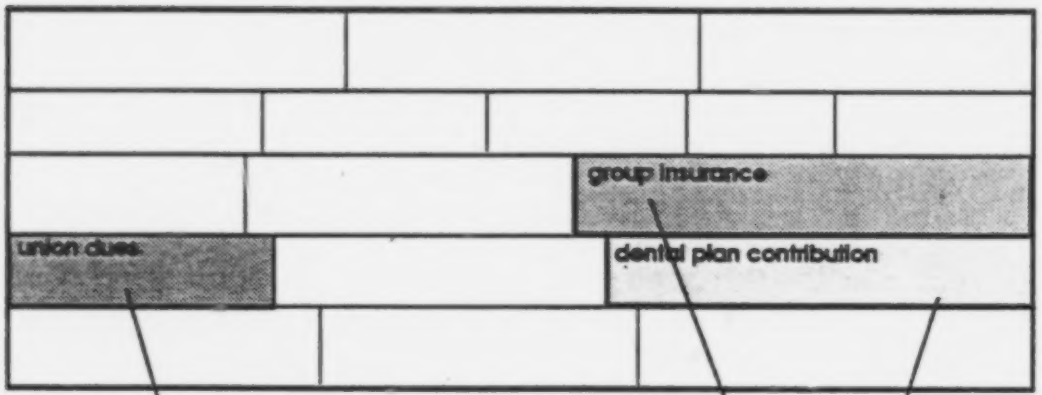
Reading your pay stub


Employee Name
Employee Number
pay period
gross earnings
vacation pay
overtime
hours
rate of pay
C.P.P.
income tax
group insurance
union dues
U.I.C.
dental plan contributions
date of issue
cheque number
Net Pay (amt. of cheque)
C.P.P. (Canada Pension Plan)
the Government collects this money and keeps it for your retirement
income tax
money the Government takes from you to pay for roads, education , social assistance and so on.
U.I.C. (Unemployment Insurance)
you will get this money if you are unable to work and have worked for a certain amount of time

Reading your pay stub

Every company is different.
Every pay stub looks a little different.

You may have other deductions as well.



Some companies have unions
A union helps employees get fair treatment on the job.
As an employee, you will pay to belong to the union.

Sometimes you can chose to join these. The company often pays part of the cost.

Reading your pay stub

Now the most important part: **gross earnings** and **net earnings !**

Gross earnings is the money you actually earned.

For example, if you earn $6.40 an hour and you work for 40 hours you may expect.....

$ 6.40
x 40
$ 256.00 = **gross earnings**

however

Your **net earnings**, sometimes called take home pay, will be quite different.
Your **net earnings** is the money you actually bring home after all the deductions.

$256.00	gross earnings
- 84.00	total of all **deductions** (income tax, C.P.P.,U.I.C.)
$172.00	**net earnings**

If you forgot about deductions, you may have thought you would get $256.00 . In this case, you might be very surprised to see your cheque for $172.00!

Deductions are subtracted from your earnings.

It's your turn

Activity Seven

Review the pay stub on page 119.
Use the information from this pay stub to find the total deductions.

Subtract (gross earnings) ☐

(net earnings) − ☐

☐

This is the total of all the deductions off this pay cheque.

Check it! Add all the deductions from the pay stub.

vacation pay	$
C.P.P.	
U.I.C.	
group insurance	
union dues	
dental plan	
income tax	
total	$

It's your turn _____

Activity Eight

Read the pay stub carefully.

employee name: Joe Brown employee number: 214360				Deductions	Amount
				Federal Tax	131 46
				C.P.P.	15 00
				U.I.C	6 00
Holiday Pay		66	4 00		
Regular pay	7 00	66	462 00		
Overtime	1 1/2	3	31 50		
Gross Earnings 497 50		Net pay 345 04		Date issued 01/04/89 Cheque number 6241	

Answer the questions in complete sentences.

1. Who is the employee? *The employee is Joe Brown.*
2. On what day was the cheque written ? _____
   _____
3. How much money did the employee pay for income tax?
   _____
4. Did he work overtime? _____
5. What was the gross income? _____
   _____
6. What was the total amount for deductions? _____
   _____

Filling in a pay stub

Activity Nine

Read the following.

It is Friday, **May 11** and Suzanne is thankful. It has been a long week. At least, it is pay day.

Suzanne works for Kao Shoe Factory as a security guard. She receives her pay cheque every other Friday. This is a **two week pay period**.

Suzanne opens her pay envelope as she waits for the bus. She will stop at the bank to deposit her pay on her way to the grocery store and then go home.

She smiles as she see her **net earnings** listed as $ 518.22. She is bringing home much more money than she did from her last job. On her last job, she was paid cash. No money was taken off for income tax. (She had a large tax bill to pay all at once each April.)

It makes her feel good to see that her payment of $ 13.23 for **unemployment insurance** is there. She notices that $ 87.82 was already taken off for **income tax**. She feels better to have the money for income tax taken off every pay cheque rather than all at once. The unemployment insurance payment means that there will be money for her in case she cannot work at some time. Now that she belongs to a **union** she pays $ 2.50 every pay period. She also chose to belong to a **dental plan** which costs her $1.31 every cheque. Other deductions on her pay stub include $ 10.87 for **Canada Pension** and $ 2.32 for **group insurance**.

The difference between her **gross income** and **net income** is $117.75. This does not surprise Suzanne. She knows all about the **deductions** from each pay cheque. She studies her pay stub each time she receives one. She keeps her pay stub in a file after she deposits her cheque.

Right now, Suzanne decides that she will read it more carefully later. She just wants to get home and start the weekend!

continued on next page

Filling in a pay stub

Activity Ten

Here is a pay stub from the Kao Shoe Factory.
Look at it carefully.

Kao Shoe Factory
1000 First Ave.
Somewhere, Ontario

date

S. LaBlanc
14 Point Ave.
Somewhere, Ontario

Earnings	Amount	Deductions	Amount	
Gross Pay		Total Deductions		Net Pay

The stub is for Suzanne. You just read about her.
Use the information you just read to fill in missing parts of the stub.

Look back in the story as often as you need to.

Remember, each pay stub is different. Look carefully before you begin to fill it in. Use a pencil.
You may have to do some math!

It is important to know the difference between your **gross income** and **net income**. If you know about **benefits** and **deductions**, you will be able to plan for the money you earn.

Next, you will read about your rights as an employee.

Legal Considerations Pre-Survey _____

1. Can you be laid off because you are too old?

   yes___ no___ not sure___

2. Can you be refused employment because of your religion?

   yes___ no___ not sure___

3. Can you be laid off because you are in a wheelchair?

   yes___ no___ not sure___

4. Can you be refused employment because you are not a Canadian citizen?

   yes___ no___ not sure___

5. Can you be refused a job because of your sex (male or female)?

   yes___ no___ not sure___

Knowing your rights

The Canadian Human Rights Act protects all Canadians.
It protects everyone.
It was written and accepted by Canadian Parliament in 1981.
Changes were made to some parts in 1984 and in 1986.

The act says:

You should have an equal opportunity with other individuals to make for yourself the life that you are able and wish to have, consistent with your duties and obligations as a member of society.

A section of the Human Rights Act looks like this:

*4.— (1) Every person has a right to equal treatment with respect to employment without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family situation or handicap. 1981, c. 53, s. 4 (1); 1986. c. 64, s. 18 (5).

(2) Every person who is an employee has a right to freedom from harassment in the workplace by the employer or agent of the employer or by another employee because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family situation or handicap. 1981, c. 53, s, 4 (2).

5. Every person has a right to equal treatment with respect to membership in any trade union, trade or occupational association or self-governing profession without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family situation or handicap. 1981, c. 53, s. 5; 1986, c. 64, s. 18 (6).

*taken from page 2 of the Human Rights Code, 1981.

Knowing your rights

Activity One

Discrimination is not allowed.
List ten types of discrimination from what you have just read.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Activity Two

Take this time to talk to another student, your teacher or a class group.

1. Do you know of a person who has experienced **discrimination** on the job? Tell about his or her story.

2. What kind of a life do you want to make for yourself?
   What kind of a life are you able to have?
   How can you get this?
   How can this Act help you to reach these goals?

3. How can knowing about this Act help a person who is looking for a job? How can knowing about it help a person who is already working?

discrimination: to make decisions with bias and/or prejudice

Knowing your rights

The Canadian Human Rights Commission publishes several booklets. These booklets help you understand how the Human Rights Act works for you. The information can help you know more about topics like fair pay and sexual harassment.

You can get your own booklets. There is no cost.
Ask for the Canadian Human Rights Commission Publications Catalogue by writing or telephoning these offices:

You can call collect to any of these offices.

National Capital
Canadian Human Rights Commission
915-270 Albert Street
Ottawa, Ontario K1P 5W3
Telephone: (613) 996-0026

Regional Offices

Atlantic
P.O. Bos 3545
Halifax South Postal Station
Halifax, Nova Scotia
B3J 3J2

Telephone: (902) 426-8380

Ontario
623-55 St. Clair Avenue East
Toronto, Ontario
M4T 1M2

Telephone: (416) 966-5527

Alberta and Northwest Territory
416-10506 Jasper Avenue
Edmonton, Alberta
T5J 2W9

Telephone: (403) 420-4040

Quebec
330-1253 McGill College Avenue
Montreal, Quebec
H3B 2Y4

Telephone: (514) 283-5218

Prairie
718-275 Portage Avenue
Winnipeg, Manitoba
R3B 2B3

Telephone: (204) 949-2189

Western
600-609 West Hasting Street
Vancouver, British Columbia
V6B 4W4

Telephone: (604) 666-2251

Knowing your rights

You may want your own copy of a Guide to the Canadian Human Rights Act. (ISBN -0-662-53026-8) This is a good booklet that you can get by telephoning or writing your regional office.

Activity Three

Use the information you read on the last few pages to fill in the addresses and telephone numbers below.

Keep this information in a safe place. You may need it.

National Office
Canadian Human Rights Commission
address _____
_____
_____

telephone _(____)_____

Regional Office
Canadian Human Rights Commission
address _____
_____
_____

telephone_(____)_____

Finally! _____

You have now completed this Career Planning Unit. So, you should have completed the work for these parts:

	Date Completed
Self-Assessment for Employment	_____
Employment / Education Investigation	_____
Job Search	_____
Job Retention	_____
Financial and Legal Considerations	_____

We hope that you have learned valuable information about yourself and the world of work. You should have a complete plan of action to help you in your own personal job search.

We wish you much success in your chosen occupation or career. We hope you will have the skills to help you find the job, and also to keep it.

Congratulations!

Thematic Unit: Career Planning
Student's Signature_____
Teacher's Signature_____

ONTARIO BASIC SKILLS

TEACHER'S MANUAL

CAREER PLANNING

A THEMATIC UNIT FOR INTEGRATED CURRICULUM

BASIC LEVEL

Prepared for the
Ministry of Education by:

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Algonquin College, Ottawa, Ontario

Ministry of Education
September, 1990

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MESSAGE FOR THE USER

The Thematic Units for Integrated Curriculum are intended for the adult student registered full-time or part-time in the Ontario Basic Skills (OBS) program. The units are available for Basic, Intermediate and Advanced Levels, with Teacher's Manuals to accompany each respective booklet.

As an adult educator, you may question how the Thematic Unit will fit into the programming plans for class activities. The Thematic Unit may be offered as a complete mini-course (e.g. fifteen class hours), or it may be offered on a part-time basis (e.g. three hours a week for five weeks). Other practicitioners envision Thematic Unit study time scheduled for an hour each day of class or several times weekly. Of course, the examples given are intended to help you, the instructor, know what to expect.

The Thematic Unit must be relevant to the overall goals of the OBS program since it is to be integrated into the framework of the total curriculum. Classroom or teacher texts, modules, handouts and resources which have already been developed or purchased will still be needed. Because student mastery of core skills is an important objective of the OBS program, a variety of materials and methodologies must be available in a manner to parallel and complement the Thematic Unit. Parallel Skill Mastery Units and Thematic Units are both necessary to the student's achievement of personal needs and goals, and to the overall goals and aims of the Ontario Basic Skills Program.

OVERVIEW

Career Planning - A Thematic Unit for Integrated Curriculum

The overall objectives of the Thematic Unit for Career Planning are:

- To encourage students to define their personal employment needs and develop strategies for meeting those needs
- To increase the range of employment, and education/training options and choices available to the student
- To assist the student to apply academic knowledge and skills to successfully achieve his/her career objectives
- To encourage students to develop skills in solving concrete problems related to the field of employment

The Career Planning Thematic Unit consists of five parts:

Introduction to Career Planning
Self-Assessment for Employment
Employment/Education Investigation
Job Search
Financial and Legal Considerations
Employment Retention

Students can work right in the Student's Booklets, available for three levels: Basic, Intermediate, and Advanced. Each part of the Thematic Unit (at each level) is designed in such a manner that it can be completed independently. To ensure that the goals and objectives

of the Career Planning Thematic Unit are met, students should do each of the five parts. Even so, you the teacher, in consultation with the student, may exempt the student from certain activities. Hopefully, the activities within the unit are appropriate for most of the Ontario Basic Skills students. The activities have been designed to have students apply skills rather than to teach academic skills that are to be mastered. The latter must be addressed by the Parallel Skills Mastery Units or other program materials.

This manual has lists of **Extended Activities** for each part, providing you with suggestions for alternate ideas and activities to enrich the course. Always you may proceed with your own chosen activities to reach the unit objectives. The choice is yours, and your students'. The included **Resource List** of documents and resources can help you further, both professionally and personally.

The objectives of each part of the Career Planning Thematic Unit are outlined as:

Attitude Objectives
Knowledge Objectives
Skill Objectives:
- **Reading**
- **Listening**
- **Writing**
- **Interpersonal Relations**
- **Computation**
- **Problem-Solving**
- **Computer**
- **Hands-On**

The objectives are recorded in detail. Become familiar with them to ensure that student progress is monitored and achievement is recorded.

Each part also includes a list of **Materials Required to Complete the Unit** to help you plan. The Parallel Skills Mastery Units are probably in the classroom now, as well as other texts and supplies.

Finally, the **Notes to the Teacher** can provide more assistance. How you and your students use this Thematic Unit undoubtedly depends on a variety of factors. For example, what will happen if a student says, "I've done Career Planning before!" ? Focus on changes that have occurred since he/she last studied the subject:

Have employment opportunities in the community changed?
Have family responsibilities changed?
Has the student's health status changed?
Have financial needs changed?

Of course, the list continues. However, the objective is to have the students realize that Career Planning does not stop with the completion of a course or unit. Rather, it is part of a continuous process we can use to direct the outcome of our own future.

We can plan our employment and/or educational future. But, we need to be active participants in the process. Teacher, student, group... work together in this thematic unit to address the topic of **Career Planning.**

INTRODUCTION TO CAREER PLANNING

INTRODUCTION TO CAREER PLANNING

ATTITUDES OBJECTIVES:

Students will be encouraged to develop:

- An awareness of their own knowledge, experience and opinions in relation to the career planning process
- An appreciation of the need to follow through the range of career planning activities
- A curiosity about their role in the understanding of the career planning process

KNOWLEDGE OBJECTIVES:

Students will be expected to:

- Develop an understanding of the use of brainstorming as a technique to identify and share information
- Begin to develop a common subject-related language and vocabulary base to ensure understanding among group members and for personal use
- Use a checklist to assess personal (career-related) skills

SKILL OBJECTIVES:

Students will be given opportunity to develop skill in:

Reading:

- To follow directions, instructions
- For information
- Drawing conclusions
- Vocabulary development
- Lists
- Charts
- To make decisions

Speaking/Listening/Viewing:

- Interpret picture stories
- Brainstorming for ideas
- Speaking effectively in a group; reporting
- Supporting personal opinion or choice
- Vocabulary development
- Responding to questions

Writing:

- Complete sentences
- Vocabulary development
- Checking responses to listed information
- Charting information

Interpersonal Relations:

- Self-assessment of job search skills and knowledge
- Self-disclosure
- Participating in small groups (2-4)
- Interacting with self, with others
- Developing or practicing self-assertiveness skills to express and support personal opinion or choice
- Developing trust

Computation

- Counting answers to questions listed on a survey
- Spatial arrangement of smaller objects, pictures on a large area or page

Problem Solving

- Reviewing information from completed surveys, for personal assessment
- Collecting and evaluating listed information for personal application
- Interpreting charts for personal application
- Drawing conclusions

Computer

Hands On

- Using writing tools to complete lists, word puzzles, surveys
- Arranging a collection of selected pictures, words and or phrases, in art form, to express an idea or feeling
- Using scissors (optional), folding and tearing paper

MATERIALS REQUIRED FOR THE CLASSROOM:

- **Teacher's Manual: OBS Integrated Curriculum, Career Planning Unit, Basic Level**
- **Student Booklets: Section on Introduction to Career Planning, Basic Level**
- Writing tools (pens, pencils), paper
- Flip chart, paper and felt pen (if students work in groups), masking tape
- Additional handouts for crossword puzzle practice (optional)
- Additional handouts for practise of employment - related vocabulary (optional)

NOTES TO THE TEACHER:

The **Introduction to Career Planning** activities are developed to solicit knowledge from the student. Each student comes to the classroom with such a range of skills, abilities, concerns and knowledge! You need to tap into this valuable source right away. Some students will be ready to share at that very moment. Others will be more hesitant, less confident. And then there are ones who will say "I've done this before." Be ready to talk about changes...changes that the individual is facing and changes that are expected in the workforce.

Activity Four is actually a pre-survey to have the student focus on the subject of job search and express his/her knowledge of the topic. The pre-survey will direct the student, the teacher, and the class toward a common goal. Answers can be discussed individually or in a group with the teacher.

You may choose to complete this introductory section as a group activity. That's fine. In addition, remember that this whole integrated unit has been written so that the individual can complete the subject material independently.

Extended Activities:

- Use personal stories or case studies to identity the problem "Needing a job/training".

- Discussion to answer questions like: "How have your friends/relatives found jobs?"

- Create and design crossword puzzles with job-related vocabulary. (You can use letters from the scrabble game).

- Hand-outs for vocabulary development leading to sentence completion, matching words with meanings, unscrambling letters to make words, spelling dictation.

- Discussion of discrepancies in answers on the "To Do List" (Activity Four) that will lead to self disclosure and development of group trust.

- View and discuss the National Film Board film **Out of a Job** (1-0186 055) 28 min. 44 sec. 1986. Also available on video: Family Crisis, Part 2.

RESOURCE LIST

1. **SO YOU'VE LEFT SCHOOL, WHAT NOW?**
   Career Information Services Branch, 1986
   Alberta Career Development and Employment
   201 Sun Bldg., 10363, 108 Street
   Edmonton, Alta. T5J 1L8

2. Treki, Peter, **YOU'RE HIRED**, Triev Publishing Co.,
   Willowdale, Ontario 1985

NOTES

PART ONE: SELF-ASSESSMENT FOR EMPLOYMENT

PART ONE: SELF-ASSESSMENT FOR EMPLOYMENT

ATTITUDES OBJECTIVES:

Students will be encouraged to develop:

- An appreciation for the need to participate in self-assessment activities and exercises
- An awareness of their own knowledge, experiences and opinions in relation to employment needs and plans
- An appreciation of the knowledge, experiences and opinions of their peers
- A committment to participate in their own employment future
- A curiosity about their employment and education options
- Confidence in their ability to make employment - related decisions

KNOWLEDGE OBJECTIVES:

Students will be expected to:

- Develop an understanding of attitudes, values and interests in relation to employment and to their personal occupational profiles
- Compile data from self-assessment activities to begin to develop their personal employment profiles
- Have an awareness of their personal financial requirements in relation to employment options and choices

SKILLS OBJECTIVES:

Students will be given opportunities to develop skills in:

Reading

- To follow directions, instructions
- For information
- Drawing conclusions
- Vocabulary development
- Interpret bar graphs
- Lists
- Evaluating information for personal use
- Information listed alphabetically
- Diagrams, charts

Speaking/Listening/Viewing:

- Interpreting lists, charts, diagrams
- Brainstorming for ideas
- Answering questions
- Asking questions
- Effective listening skills practice
- Speaking effectively in a group; reporting
- Vocabulary development and practice

Writing:

- Completing sentences
- Listing information
- Vocabulary development
- Completing surveys
- To complete lists
- To summarize information
- Charting information

Interpersonal Relations:

- Participating in small groups
- Interacting with others (one-on-one, etc.)
- Providing and accepting feedback
- Practising independent work behaviours
- Assessing own abilities, knowledge
- Assessing own work interests
- Assessing working conditions for own needs
- Following directions, instructions
- Identifying factors of personal financial importance in relation to employment
- Self-disclosure
- Trust development
- Self-confidence

Computation:

- Add whole numbers
- Complete a bar graph
- Estimate monthly expenses for established criteria.
- Add a column of money values
- Complete a personal monthly budget
- Determine a yearly salary needed to pay personal monthly expenses
- Multiply money values by 12

Problem Solving:

- Brainstorming for ideas, information
- Gathering information
- Evaluating listed information for personal application
- Interpreting charts, graphs for personal application
- Drawing conclusions, summarizing

Computer:

- Interpreting information from software assessment programs when appropriate (e.g. extended activity)

Hands On:

- Using a calculator to add whole numbers
- Using a calculator to add money values
- Using a calculator to multiply money values by 12
- Using writing tools to complete lists, word puzzles, charts, sentences
- Using the computer to access software assessment programs and databases (e.g. extended activity)

MATERIALS REQUIRED FOR THE CLASSROOM:

- **Teacher's Manual: OBS integrated Curriculum, Career Planning Unit, Basic Level**
- **Student Booklets: Part One: Self-Assessment for Employment, Basic Level**
- Writing tools (pens, pencils), paper.
- Flip chart, paper and felt pens (if students work in groups), masking tape.
- Additional handouts for bar graph exercise practice (if needed).
- Additional handouts for employment-related vocabulary (if needed).

- **Parallel Skills Mastery Units:**
  - -Adding whole numbers
  - -Adding money values
  - -Multiplying money values by 12
  - -Filling in bar graphs.

NOTES TO THE TEACHER:

Here's a suggestion. Complete all the exercises in this section on self-assessment yourself. Then you can determine what more assistance you can provide as a teacher to enable the best results from your students. For example, will you need to provide strips of cardboard to help students to read along the lines? Will the students need extra vocabulary development practice? **Parallel Skills Mastery Units** may be needed for the computation skills. Perhaps you'd like to make poster-size copies of the **Sample Job Lists** and of sample budgets. Here is the chance to use your creative skills and your teaching experience!

As the title page shows this is the opportunity for the student (and you) to complete a self-assessment battery of activities and a group of activities to determine financial requirements. In addition, the student will begin to develop a personal profile of information that will be valuable in the job search process. Finally the student will be motivated to investigate his/her personal employment options.

Perhaps you have a personal interest in "**Assessment**". We recommend that you continue to develop your professional knowledge. Use your libraries or professional associates to achieve your objective.

Extended Activities:

- Brainstorm responses to the question **"What jobs am I interested in?"** Compare these responses to those identified in Activities 1 to 4. Explain any discrepancies. Students could complete the **Canadian Work Preference Inventory** in the magazine **Jobs For Your Future**. An updated version is also available from MultiHealth Systems, Toronto (computer format or pen and paper.

- Select the job that interests you from more complete Job Lists (e.g. **Jobs For Your Future**, CCDO book).

- Go to the local CEC office and do the **CHOICES** program.

- Dramatize - in a role play - an event that happened to you on the job, while you were employed in a job that you liked.

- Use the newspapers' lists of volunteer groups. Analyze the skills that volunteers practice for selected organizations. Compare your results with the items in Activity Five. Explain why or why not volunteer work experience is valuable.

- View and discuss such National Film Board films as:
  The Wages of Work 106C-01787-417 (27 min., 43 sec.) 1978

RESOURCE LIST

1. **CAREERS SELECTOR**
   Office of the Deputy Premier, Ontario Women's Directorate,
   4th floor, Mowat Block, 900 Bay Street, Toronto, Ontario
   M7A 1C2

2. Jew, Wing and Tang, Robert - Janus, **JOB PLANNER**
   A Guide to Career Planning, 2nd Edition, published by
   Janus Books, 2501 Industrial Parkway W.,
   Hayward, CA, 1987

3. **JOBS FOR THE FUTURE**
   Bridging the Gap,
   155 College Street,
   Toronto, Ontario M5T 1P6.

4. Holland, John L., **SELF DIRECTED SEARCH, FORM E**
   FOR EDUCATIONAL AND VOCATIONAL PLANNING
   Canadian Edition, 1986, Guidance Centre
   OISE Press, 252 Bloor St. W., Toronto, Ontario
   M5S 1V6

5. **THE CANADIAN WORK PREFERENCE INVENTORY**,
   MultiHealth Systems, 95 Thorncliffe Park Drive
   Suite 100, Toronto, Ontario M4H 1L7, 1990

NOTES

PART TWO: EMPLOYMENT/EDUCATION INVESTIGATION

PART TWO: EMPLOYMENT/EDUCATION INVESTIGATION

ATTITUDES OBJECTIVES:

Students will be encouraged to develop:

- A curiosity about their employment/training options
- Confidence in their ability to develop realistic employment/educational goals
- An awareness of their local employment environment and opportunities
- A questionning attitude towards their personal employment options
- An awareness of the accreditation/certification requirements for selected occupations and careers
- A positve attitude towards the need for flexibility and change
- An appreciation for the process to investigate employment/education options

KNOWLEDGE OBJECTIVES:

Students will be expected to:

- Research selected careers and related educational requirements
- Determine the employment/educational path that best meets their own needs and requirements
- Structure or revise a plan to achieve their employment goals and included educational plans when appropriate
- Continue the development of their personal employment profiles
- Compare their personal employment profile to the realistic employment/education options available to them, and make appropriate adjustments

SKILLS OBJECTIVES:

Students will be given opportunities to develop skill in:

Reading:

- To follow directions, instructions
- For information
- Drawing conclusions
- Making inferences
- Verification
- Evaluation
- Investigation
- Skimming/scanning

- Vocabulary development
- Information listed in alphabetical order
- Interpreting information on maps to locate specific towns,
- Vocabulary development.

Speaking/Listening/Viewing:

- Interpreting lists
- Job-shadowing
- Watching videos, films (if appropriate)
- Vocabulary development
- Answering questions
- Asking questions
- Viewing maps to locate streets, towns, cities. etc.

Writing:

- Complete sentences
- Complete lists
- Vocabulary development
- To complete surveys
- List information
- Summarizing information
- Answering questions
- Writing names, addresses, telephone numbers
- Categorizing information in relation to employment/education plans
- To follow directions, instructions

Interpersonal Relations:

- Participating in small groups
- Interacting with others (one-on-one, etc.), and self
- Providing feedback
- Accepting feedback

- Assessing personal experiences in relation to job tasks
- Identifying personal preferences in relation to the job environment
- Self-disclosure
- Following directions, instructions
- Identifying factors of personal financial importance in relation to employment
- Practising independent work behaviours
- Choosing to take risks

Computation:

- Adding responses (Y's, N's) to items on surveys

Problem Solving:

- Brainstorming for ideas, information
- Evaluating information for personal application
- Interpreting information for personal use
- Identifying options for valid employment/education plans
- Evaluating options and revising if necessary
- Drawing conclusions
- Developing an Occupational/Career Plan, and an Education/Training Plan if appropriate

Computer:

- Applying computer skills to access information about education options (optional)
- Applying computer skills to access information about occupations/career options (optional)

Hands On:

- Using telephone book and yellow pages
- Library skills
- Using a map to locate work sites, towns, provinces
- Telephone skills
- Using a calculator
- Using writing tools to complete lists, charts, forms, sentences
- Using the computer to complete research activities

MATERIALS REQUIRED FOR THE CLASSROOM:

- **Teacher's Manual: OBS Integrated Curriculum, Career Planning Unit, Basic Level**
- **Student Booklets: Part Two - Employment/Education Investigation, Basic Level**
- Writing tools (pens, pencils), paper
- Flip chart, paper and felt pens (if students work in groups), masking tape
- Copy of map of geographic area where student is located (town, city, region) (street map!)
- Copy of map of Ontario
- Copy of map of Canada
- Copy of local telephone book and yellow pages
- Extra copies of forms:
  - **Part A Occupation/Career Plan**
  - **Part B Occupation/Career Plan**
  - **Part C Education/Training Plan**
  - **Job Shadowing Report 1**
  - **Job Shadowing Report 2**
- Practice lessons, handouts for the subject of Penmanship (if required)
- Copies/samples of brochures, ads in reference to education/training programs
- Copies/samples of newspaper inserts in reference to education/training programs
- Copies of Jobs for Your Future (CEIC reference)
- Copy of local community college calendar, university calendars, etc.

- **Parallel Skills Mastery Units**:
  - -Critical Reading
  - -Map Reading
  - -Writing Summary Statements
  - -Completing Forms
  - -Counting - to add lists of answers (Y's, N's)

NOTES TO THE TEACHER:

This section has been developed to ensure that little discrepancy exists between the student's occupation/career plan and the reality of the employment environment which he/she will be joining. Activities have been created that provide an opportunity to arrange and organize known information (e.g. past employers' names, addresses, telephone numbers,...). The direction "Please Print" may require that time is spent on the practice of PENMANSHIP! In any event, the completed forms will become important resource items of reference for other sections of the integrated unit on Career Planning.

Your own personal knowledge of employment patterns and opportunities in Ontario and Canada will be valuable. You may wish to research the topic and will therefore find the following Resource Lists helpful. Colleagues in your department, college and community can also help. The job market is continually changing so your information must be updated to be reliable and valuable. As a facilitator, you can help ensure that the student develop a realistic occupation/career plan.

Parts A and B of the Occupation/Career Plan introduced in this section were designed to help the student outline known information (e.g. naming past employers, addresses and telephone

numbers). The resulting information is then organized so that it can be used in the next section - **Job Search**. Make certain that students complete their forms carefully and thoroughly. You may want to make extra copies available for some of the forms.

The **Job Shadowing** activity offers an exciting opportunity to answer specific job-related questions, such as "What special clothing must be worn?" It is a chance to visualize realities about certain jobs. Any unknown personal allergy to wood dust will be actively recognized should the student job shadow a carpenter!

The student may come to realize that further training or education will be needed. Information on the form **Part C. Education/Training Plan** helps the student select the best personal plan. Subjects to study, start/finish dates, length of course and cost are all identified. As a teacher and academic advisor, you will be a valuable resource person to help the student make the best education or training plan to meet his/her needs with respect to today's job market.

Extended Activities:

- Students could each name 3 jobs which they would want to investigate. Choose from jobs listed in:

  - **Sample Job Lists: Part One**
  - **Jobs For Your Future p. 15-22**
  - **CCDO Book (Canadian Career Directory of Occupations) available from most Counselling Departments of Colleges and at the local Canada Employment Centre**

- Student groups could brainstorm lists of jobs to investigate. Each student could use this list to help to identify 3 jobs to investigate.

- Someone who likes his/her job may be as close as the next desk! When students gather information about jobs that are liked, they can look to the community or closer. They can interview a college employee or a student employed part-time.

- Compare and contrast the information on job/career brochures with the information reported on the job-shadowing exercises. Explain any discrepancies.

- Invite a guest speaker to talk about Health and Safety on the job. Relate this information to "the work environment" expectations of the student (**from Self Assessment, Part One**), and to special clothing and equipment needed on the job (from **Employment Investigation, Part Two**)

- The Education/Training Plan completion may require extra practice to read brochures, ads, newspaper inserts. Highlight the printed information in samples of the above and to initiate group discussion

- Invite the **Senior Adult Training Officer (SATO)** to talk to the group about sponsored training opportunities provided in partnership with the community colleges and Canada Employment Centres.

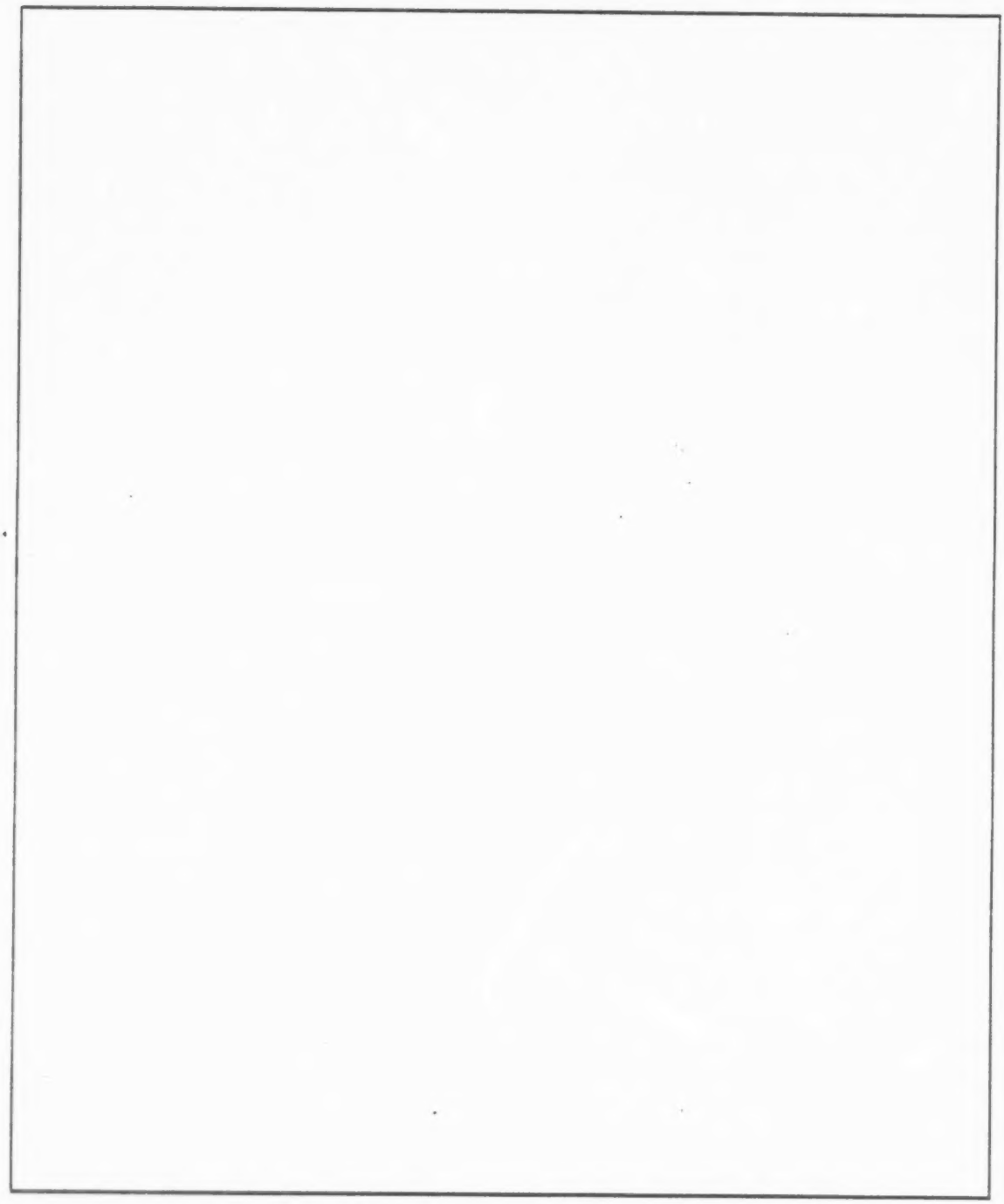
- View and discuss such National Film Board films as:
  Breaking Through 1-0181-139, 27 min.,1981

RESOURCE LIST

- **JOBS FOR YOUR FUTURE, BRIDGING THE GAP,** 155 College Street, Toronto, Ontario M5T 1P6.

- **WORK FOR TOMORROW, EMPLOYMENT OPPORTUNITIES FOR THE 80's**, Parliamentary Task Force on Employment Opportunities for the House of Commons, Ottawa, 1981

NOTES



PART THREE: JOB SEARCH

PART THREE: JOB SEARCH

ATTITUDES OBJECTIVES:

Students will be encouraged to develop:

- An appreciation for the use of appropriate job search skills
- An awareness of the need to participate and experience job search strategies
- An awareness of employment opportunities that correlate to labour market trends and needs
- A self-image that reflects confidence, competence and intiative in relation to job search
- A committment toward their individual Occupation/Career Plan, and Education/Training Plan if needed

KNOWLEDGE OBJECTIVES:

Students will be expected to:

- Understand and conduct effective and appropriate job search strategies
- Plan and prepare for a job search as it relates to their individual Occupation/Career Plan

- Project a positive, confident self-image in relation to job search.

SKILLS OBJECTIVES:

Students will be given opportunities to develop skill in:

Reading:

- To follow directions, instructions
- For information
- Drawing conclusions
- Vocabulary development
- Lists, indexes
- Forms
- Want ads, Classified ads
- Locating information
- Abbreviations
- To evaluate own performance
- To categorize information
- Alphabetically ordered information.

Speaking/Listening/Viewing:

- Brainstorming for ideas
- Answering questions
- Asking questions
- Effective listening skills practice
- Speaking effectively in a group; reporting
- Effective telephone techniques, skills
- Critical viewing (films, videos, role plays)
- Role-playing (optional)

- Effective interview techniques, skills
- Using maps to locate streets, towns, cities, etc.
- Vocabulary development

Writing:

- To complete lists
- To list information
- To complete sentences
- Vocabulary development
- Penmanship - print, script
- Write names, addresses, telephone numbers
- Abbreviations
- Answer questions
- Complete charts
- To evaluate own performance

Interpersonal Relations:

- Participating in small groups
- Interacting with others (one-on-one, etc.)
- Providing feedback
- Accepting feedback
- Evaluating performance
- Following directions
- Identifying and practising appropriate job search/employment skills and behaviours
- Self-disclosure
- Trust development
- Choosing to take risks
- Practising independent work behaviours

Computation:

- Identifying proper use of margins and layout for resume format
- Using map indexes, codes etc. to locate streets, towns, cities, etc.

Problem Solving:

- Brainstorming for ideas, information
- Evaluating information for personal application
- Interpreting information on forms
- Identifying options and solutions for effective job search
- Evaluating solutions and revising if necessary
- Drawing conclusions

Computer:

- Applying computer literacy skills to input resume and revise (optional)

Hands-On:

- Using writing tools to complete lists, charts, forms, sentences
- Using the computer to write resume (optional)
- Using video equipment to video-tape interview role-play sessions
- Using film equipment to view chosen films (extended activity)
- Using maps to locate streets, towns, cities, etc.
- Using telephone book and directories
- Using the telephone

MATERIALS REQUIRED FOR THE CLASSROOM:

- **Teacher's Manual: OBS Integrated Curriculum Career Planning Unit, Basic Level**
- **Student Booklets: Part Three - Job Search, Basic Level**
- Writing tools (pens, pencils), paper
- Flip chart, paper and felt pens (if students work in group), masking tape
- Copy of local or community newspaper
- Sample copies of **"Application for Employment"** forms
- Copy of local telephone book and yellow pages
- Access to the telephone
- Copy of map of geographic area where student is located (town, city, region) (i.e. Street map!)
- Video equipment to tape interview practices (if desired), and video tapes
- Overhead projector (optional)

- **Parallel Skills Mastery Units**:
  - -Writing Names, Addresses, Telephone Numbers
  - -Resume Writing (Chronological, Functional)
  - -Telephone Techniques
  - -Completing Forms (e.g. Applications Forms)

NOTES TO THE TEACHER

Whenever people focus on career planning they frequently skip right to job search skills. So, you'll probably find that the students and you are only too happy by now to have reached this stage of the career planning process! Much opportunity is provided to teach, to learn, to practise during this unit. The students will be rewarded for putting skills into good practice when they succeed in securing employment.

Your own personal resource file may be quite full and you can access additional teaching material in reference to Job Search. Use it. The students and you will benefit. This section of the career planning process is lengthy and very important. You need to maintain a high level of student motivation. Using you own material may help. Be aware of students who have different learning styles, to select the best activities to meet individual needs and group expectations.

The job search action plan begins with activities to have the student realize that people (**contacts**) are the best source to find a job opening . This may be quite a surprise to the students!

Want ads can identify the skills demanded by the employer. So, try to correlate the information in Activity Ten to the results of the self-assessment exercises in Part One of the Integrated Unit (i.e. match the student's skills to the skills posted in the Want Ad). Perhaps more training or education is needed. In this case, refer to activities in **Part Two: Employment/Education Investigation** to identify the best plan to follow next.

Since students will have completed Parts One and Two of the Integrated Unit already, they will have identified much of the information demanded in the Application Form exercise (Activity Twelve). Depending on the skill level of the learner, more practice may be needed to complete Activity Eighteen (resume writing). Finally, if time permits, the use of video equipment will help to heighten students' motivation toward acquiring effective interview skills. Much energy and activity is needed to complete Job Search. It is a lengthy process but it ends successfully! Students now have an opportunity to pause. They can review all that has been completed.

Acquisition of Job Search skills is important because they can be applied throughout life. Take this opportunity to review the interdependence of the related parts: self-assessment, investigation, and job search. This will help to introduce and direct everyone to the next topic: **Employment Retention.**

Extended Activities:

- When you contact 18 people that you have identified who can help you (**Activity 3**), ask how they found their job. Compare your survey results with the items outlined in **Activity Two.**

- Make poster-size copies of sample Job Wanted Ads. Use these to intitiate group discussion in reference to good ads and blind ads. (**Activity 7 and 8**). Write your own Job Wanted Ad for your local newspaper.

- List the difficulties people (and you) have to fill out application forms. Match the items on your list with possible solutions. Are some solutions in this unit? Where?

- Make certain you know the skills an employer wants. Read selected books and articles to learn more. Give a 2-minute oral presentation to your group. Leave time for group discussion afterwards to identify and record five skills that each group member has.

- Use your computer skills to input your resume and update it as required. Watch your margins and lay-out! Use samples to help you.

- Practise the interview by video-taping the scene. With a partner or in groups of two, decide the contents of the role play. Perhaps you will need to decide upon the employer's questions first. Next you can practise aloud your answers. Also, practice the whole interview at least once before it is video-taped. Tell the cameraman to film

and record as much as possible to help you assess your body language as well as the information you answered.

- Several movies/videos are available about successful interview techniques. If you can, watch one and then practise yourself, with a friend or partner. Remember to talk about your skills and qualifications. Play the parts of both the employee and employer to see how the roles differ!

RESOURCE LIST

1. Bolles, Richard Nelson, **THE NEW QUICK JOB - HUNTING MAP**, Berkley, California, 1985.

2. Bolles, Richard Nelson, **WHAT COLOUR IS YOUR PARACHUTE?** Berkley, California, 1985

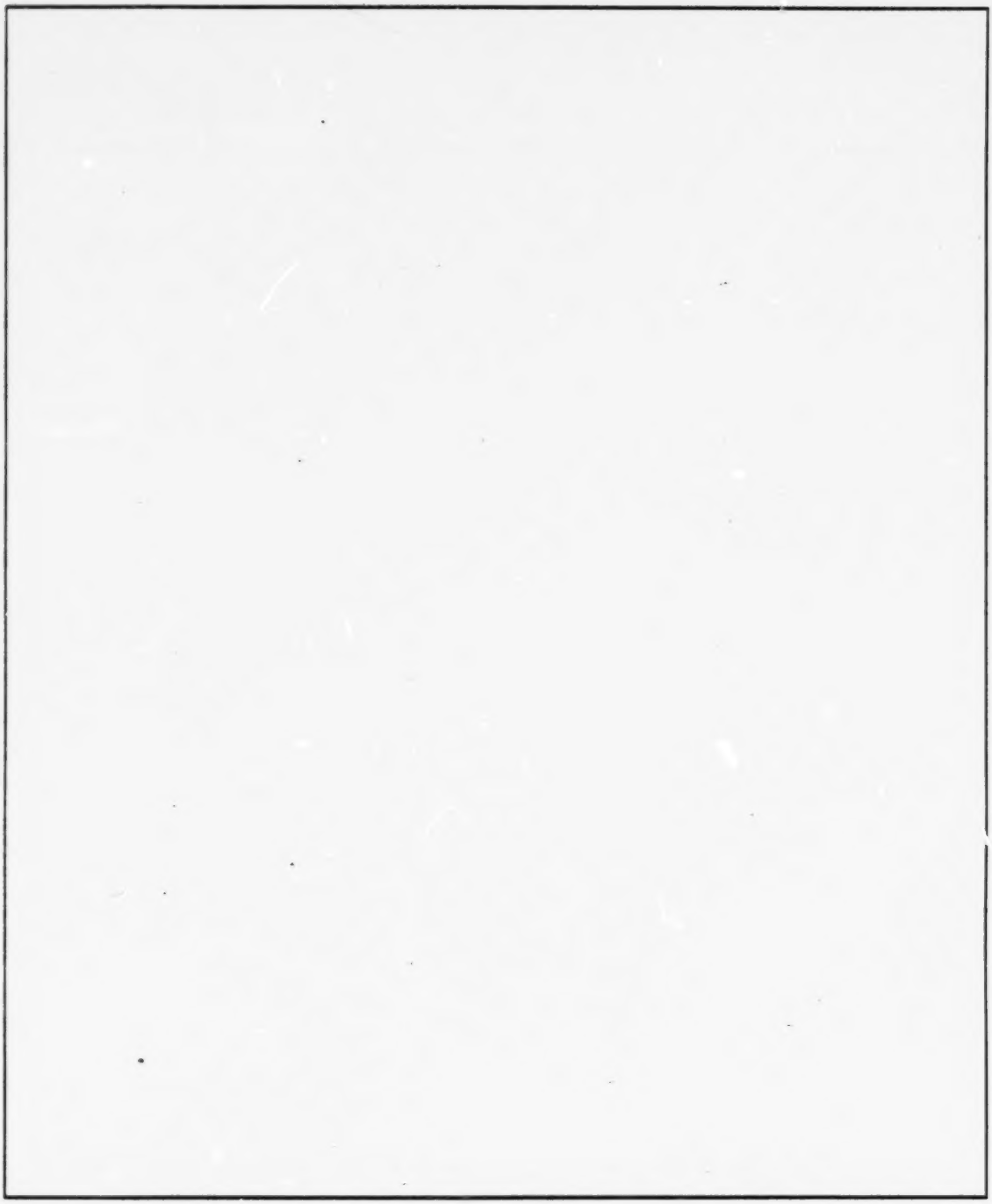
3. Cowan, Tom, **RESUMES THAT WORK, NEW AMERICAN LIBRARY**, New York, NY, 1983

4. Innes, Lyan and Harris, **THE FINANCIAL POST, 100 BEST COMPANIES TO WORK FOR IN CANADA.** Harper Collins, Toronto, 1990

5. Treki, Peter, **YOU'RE HIRED**, Triev Publishing Co., Willowdale, Ontario, 1985

6. **USING YOUR LOCAL NEWSPAPER: HOW TO READ THE CLASSIFIED SECTION**, published by local newspapers, for school use

NOTES



PART FOUR: EMPLOYMENT RETENTION

PART FOUR: EMPLOYMENT RETENTION

ATTITUDES OBJECTIVES:

Students will be encouraged to develop:

- An awareness of the need for flexibility and adaptability in the employment market of today
- An appreciation for the benefits of co-operation and inter-personal relations in the workplace
- An awareness of the attitudes, skills and behaviours which are required for the maintenance and upgrading of employment.

KNOWLEDGE OBJECTIVES:

Students will be expected to:

- Identify factors that affect the individual's satisfaction with a particular job
- Identify the characteristics and behaviours expected of a successful employee
- Have the necessary knowledge to be able to interact successfully in a selected work environment
- Continue the development of their personal employment profiles

SKILLS OBJECTIVES:

Students will be given opportunities to develop skill in:

Reading:

- To follow directions, instructions
- For information
- Drawing conclusions
- Vocabulary development
- Verification
- Lists
- To evaluate information
- Case studies
- Charts, forms
- To make decisions, to solve problems

Speaking/Listening/Viewing:

- Brainstorming for ideas
- Speaking effectively in a group, reporting
- Supporting personal opinion
- Vocabulary development
- Answering questions
- To support and explain chosen solutions to problems
- To identify skills valued by employers

Writing:

- Vocabulary development
- Checking responses to listed information
- Sentences, lists, short paragraphs
- To support chosen solutions to problems.
- To answer questions

Interpersonal Relations:

- Assessing and rating work-related behaviours and characteristics of others
- Supporting personal opinion in matters that relate to employment
- Rating one's own work-related behaviours and characteristics
- Participating in small groups
- Interacting with others (one-on-one), etc.)
- Providing feedback
- Accepting feedback
- Self-disclosure
- Risk taking
- Practising independent work behaviours

Computation:

- Interpreting charts and forms for personal application

Problem Solving:

- Drawing conclusions; making decisions
- Given a variety of work-related problems, to select one of several provided solutions
- Applying appropriate knowledge of the employment environment to support and explain the choice of solution to a given problem
- Applying learned or acquired knowledge to solve work related problems
- Evaluating the results of the problem solving activity

Computer:

- Applying computer awareness skills to acquire appropriate and related information

Hands On:

- Using writing tools to complete lists, charts, forms, sentences
- Using charts to identify personal employment skills and characteristics
- Using case studies to assess and rate the work performance of others

MATERIALS REQUIRED FOR THE CLASSROOM:

- **Teacher's Manual: OBS Integrated Curriculum, Career Planning Unit, Basic Level Student Booklets: Part Four - Employment Retention, Basic Level**
- Writing tools (pens, pencils), paper
- Flip chart, paper and felt pen (if students work in groups), masking tape
- If desired, poster-size lists of proven employment skills, characteristics and behaviours wanted by employers
- Additional case studies that will address the topics of job performance, relationships with people and attitudes on the job (optional)
- Cassette player, microphone and tape (optional)
- Video equipment and blank tapes (optional).

- **Parallel Skills Mastery Units**:
  - -Writing sentences
  - -Writing short paragraphs (50-100 words)

NOTES TO THE TEACHER

How often have you heard that finding employment is a full-time job? Have you met people who find jobs with ease but have difficulty keeping the job? This whole section is devoted to helping the student become aware of this problem. A case study **About Mary** and selected problems that occur in the work environment are presented for analysis to the student.

Activities focus on job performance, relationships with people, and attitudes and behaviours expected on the job. Many of your students will have their own work-related stories to tell. Use these situations to apply appropriate problem solving techniques. Since decision-making, co-operation and initiative are highly employable skills and characteristics, this section provides the students with opportunities to apply and practise their knowledge.

Employment retention demands the need for flexibility and adaptability on the job day-by-day. The student may realize the need to change personal attitudes and behaviours. The student has completed the preceeding sections of the **Career Planning Unit.** Thus, he or she was provided with opportunities to develop the confidence to risk making changes.

Also, the student may realize the need for further education to maintain employment or to ensure successful job promotion. Notes from the section on **Education Investigation** will be a helpful guide to identify appropriate programs and learning institutions. Furthermore, in-service training could now become a more important benefit provided by employers. The student needs to reconfirm that options are available, and can be chosen or selected to suit personal defined needs with respect to employment maintenance and retention.

Extended Activities:

- Use the example **About Mary** to plan another case study. Think about what you will say. Use a cassette tape recorder and microphone to tape your case study. Play it to the group and ask questions later. Use the questions from Activity One to guide you.

- Use the "experiential writing" method to produce case studies to use as a group. Focus on job performance, relationships with people, and attitude on the job as items for discussion to rate employee performance.

- Have the group generate work-related problem situations. Use problems like those in Activity Three to help get started. Identify options and select an appropriate solution to solve the problem.

- Role play work-related problems like those in Activity Three. Be sure that you let the viewer know the players' roles, the problem, and the solution that you selected! View the completed skits as a group (or alone) and discuss why the solution is good or not.

- Imagine that you are an employer. Use lists of proven employment skills, characteristics and behaviours wanted by employers, to help you create a story about the perfect employee who works beside the worst employee in your company. What happens? Is anything solved? Record your story on paper, cassette tape or video tape.

RESOURCE LIST

1. **BUILDING A TRAINING SYSTEM FOR THE 1900'S: A SHARED RESPONSIBILITY**, Ministry of Skills Development, Ontario, 1989

2. Cameren and Sharpe, ed. **POLICIES FOR FULL EMPLOYMENT**, Canadian Council on Social Development, Ottawa, 1988

3. **WORKPLACE BASICS: THE SKILLS EMPLOYERS WANT**, U.S. Dept. of Labour, Employment and Training Administration, The American Society for Training & Development, 1988, Washington, D.C.

4. Hooker, Dennis and Almut,
LIFE SKILLS - ME & OTHERS
Educ. Design Inc. - 1986
47 W. 13 St., NY, NY 10011

5. **KEEPING A JOB** Follett Coping Skills Series, 1982
Cambridge, 888 Seventh Avenue, NY, NY 10106

6. Picot, Garnett, **CANADA'S INDUSTRIES: GROWTH IN JOBS OVER THREE DECADES**, Statistics Canada Social and Economic Studies Division, Publication Sales and Services, Ottawa K1A 0T6
(Telephone 990-8213; cost $18)

7. Professional Teacher Education Module Series, Module C-8 of Category C.
DIRECT STUDENTS IN APPLYING PROBLEM SOLVING TECHNIQUES, 2nd Edition, 1983, The National Centre for Research in Vocational Education, Ohio State University.

NOTES

PART FIVE: FINANCIAL AND LEGAL CONSIDERATIONS

PART FIVE: FINANCIAL AND LEGAL CONSIDERATIONS

ATTITUDES OBJECTIVES:

Students will be encouraged to develop:

- An appreciation of the financial aspects of employment
- An appreciation of the legal aspects of employment
- An understanding of legislation and individual rights and responsibilities as they relate to the work environment.

KNOWLEDGE OBJECTIVES:

Students will be expected to:

- Know about some financial considerations that relate to employment
- Know about some legal considerations in relation to employment
- Know about some legal rights and responsibilities of both employee and employer
- Be aware of legislations which affect the employee and employer in the work environment
- Apply appropriate problem-solving techniques and strategies to make informed decisions in relation to the work environment.

SKILL OBJECTIVES:

Students will be given opportunity to develop skill in:

READING:

- Vocabulary development
- For information
- To follow directions, instructions
- Problems in mathematics
- Numbers and money values
- Abbreviations
- Pay stubs, charts, diagrams
- A section of the **Human Rights Code**
- Addresses, telephone numbers
- Case stories.

SPEAKING/LISTENING/VIEWING:

- Vocabulary development
- Effective listening techniques and behaviours
- Effective telephone techniques and skills
- Asking questions
- Lists
- Addresses, telephone numbers
- Sections of legal documents (**Human Rights Code**)
- Pay stubs, charts, diagrams
- Making appointments with people to get specific information relevant to personal need
- Arranging guest speaker meetings
- Introducing people and self to a group or individual
- Expressing gratitude to an individual or group

Writing:

- Vocabulary development
- Money values
- Complete sentences
- Lists
- Phrases, parts of sentences
- Names, addresses
- Times, dates
- Questions
- Short paragraphs (25-100 works)
- Completing charts, lists
- Letters
- Addresses, telephone numbers.

INTERPERSONAL RELATIONS:

- Supporting personal opinion in matters that relate to employment
- Rating the value of financial benefits with respect to employment
- Participating in small groups
- Interacting with others (one-on-one, etc.)
- Providing feedback
- Accepting feedback
- Self-disclosure
- Trust development
- Self-confidence
- Evaluating the importance of financial benefits of employment to personal needs
- Making appointments with people (e.g. financial aid officer

- Arranging for guest speakers to address the group
- Expressing welcome/gratitude/thank you to an individual or group
- Risk taking.

COMPUTATION:

- Interpreting chart (pay stub) for importance of specific information (e.g. abbreviations, money values)
- Locating (spatially) information recorded on a pay stub or chart
- Reading and writing money values
- Vocabulary development (commercial, business)
- Multiplying whole numbers by 5, 40
- Adding and subtracting money values
- Selecting one of four mathematical operations (add, Subtract, multiply, divide) to solve word problems
- Dividing a money value by 52
- Calculating time-and-a-half pay
- Multiplyiing money values by 44.

Problem Solving:

- Interpreting charts for personal application and use
- Drawing conclusions, making decisions
- Applying learned or acquired knowledge to solve work-related problems (financial and legal)
- Analyzing the information in a word problem to calculate solutions
- Determining the appropriate mathematical operation (add, subtract, multiply, divide) to solve word problems
- Applying appropriate knowledge of the employment environment to support and explain legal and financial considerations of employment

- Choosing to take risks
- Practising independent work behaviours
- Collecting information

COMPUTER:

- Interpreting information for personal use and application.

HANDS ON:

- Using writing tools to complete lists, charts, forms, sentences, word problems
- Using charts, pay stubs to locate financial information
- Using the telephone book and directory
- Using the telephone
- Using legal documents (e.g. **Human Rights Code**)
- Using library skills to access resources
- Using the computer to access information.

MATERIALS REQUIRED FOR THE CLASSROOM

- Teacher's Manual: **OBS Integrated Curriculum, Career Planning Unit, Basic Level**
- **Student Booklets: Part Five - Legal and Financial Considerations, Basic Level**
- Writing tools (pens, pencils, paper)
- Flip chart, paper and felt pen (if students work in groups), masking tape
- Copies of additional pay stubs
- Poster-sized samples of the pay stubs printed in the unit or overhead transparencies (optional)
- Overhead projector (optional)
- Sample copies of booklets published by the Human Rights Commission
- Class copies of the **Guide to the Canadian Human Rights Act**, ISBN 0-662-53026-8
- A copy of the **Human Rights Commission Publication Catalogue**, Human Rights Commission, Ottawa, Ontario

- **Parallel Skills Mastery Units**:
  - -Library skills
  - -Writing sentences
  - -Whole numbers: Add, Subtract, Multiply, (by 5, 40, 44), Divide (by 52)
  - -Fractions: Multiplying (time and a half)

NOTES TO THE TEACHER

This section has been clearly separated into two parts. Mathematical skills are evident in the first section: **Financial Considerations.** Activities centre around salary, benefits and the pay stubs. Students are lead through the problem-solving process to calculate weekly wages, annual salary, overtime and total pay. A list of financial benefits that jobs offer (apart from salary) is provided. Students can determine for themselves how benefits contribute to saving money and to job satisfaction. Also, students are advised to make knowledgeable, informed decisions upon speaking with and hearing the advice of financial benefit experts.

Many people have experienced disappointment and surprise upon receiving a pay cheque that indicated less than the expected amount! To prevent a reoccurance, students next practice the skills of reading a pay stub. It is recommended that extra practise be available for those who have difficulty locating information spatially. More opportunity to practice reading abbreviations may be needed too. Remember the activity in **Part Three: Job Search**? Reference can also be made to **Part One: Self Assessment**, where the student calculated the salary that was the least he/she needed. Beware that there is not a disappointing discrepancy between what was the least amount needed financially and what is actually recorded on the pay stub.

Legal Considerations are addressed in the second section. As a teacher, be concerned with the student's development of an awareness of his/her legal rights. More complex and thorough knowledge about legal rights can be learned gradually throughout a student's career. For this reason, considerable information is provided to help the student access information. This section can be expanded through the use of video, film, drama to ensure meaningful delivery of legal information.

Note that the individual can exercise his/her legal rights, but can also choose not to! Here is a good opportunity to talk about dealing with the consequences. With certain groups you may need to be ready to follow up with topics such as health and safety on the job.

Finally, the student is provided with the opportunity to pause and review all that has been accomplished in the total **Career Planning** unit. We hope that the student has a complete plan of action for his/her personal job search and employment retention. We also hope that the plan will be maintained.

EXTENDED ACTIVITIES:

- As a class, brainstorm questions about financial benefits. Working as an individual or in a small group, choose an item to research more. Collect your information by telephone, by interview or by reading. Present a report to the class orally, taped or in written form.

- Write case stories using Activity Three (**About Suzanne**) as a model to create your own problem-solving activity

- Invite a variety of guest speakers from your community to address specific financial issues that you want to know more about (e.g. benefits offered by insurance plans)

- Make your own video. Dramatize an event about a person (it could be YOU!) who has experienced discrimination on the job.

- Films have been made to help you learn more about your rights. Work with library personnel to identify the appropriate films. Arrange for the film showing. Write announcements to invite other classes to join yours. Create a "follow up" activity for everyone to complete.

- View and discuss some NFB films like:
  Too Dirty for a Woman, 106C-0183-072
  (16 min., 52 sec.) 1983
  An Equal Opportunity, 106C-0182-081
  (12 min., 40 sec.) 1982
  Arbitration: Truth of the Matter
  1-0177-066 (48 min. ,18 sec.) 1977
  A Right to Refuse? 1-0181-066
  (13 min., 30 sec.) 1981

- Omega Films Ltd. (Scarborough) offers the film **Courting Equality** (Canadian) that can be used for class discussion. You can rent it for $59. (Code 91-0633, 25 min., 1989)

RESOURCES

- Drache, Arthur, **DOLLARS AND SENSE**, Grosvenor House Press Inc., Toronto and Montreal, 1987

- **IT'S YOUR RIGHT! TEACHER'S GUIDE FOR ADULT BASIC EDUCATION**, Ministry of Supply and Services Canada 1989, Cat. No. S2-187/1989E, ISBN 0-662-17285-X. Available from Human Rights Directorate, Department of The Secretary of State of Canada, Ottawa, Ontario, K1A 0M5 Tel: (819) 994-3452

SUGGESTED READINGS

MEASURING THE COSTS OF ILLITERACY IN CANADA, Canadian Business Task Force on Literacy, Toronto, Ontario, 1988

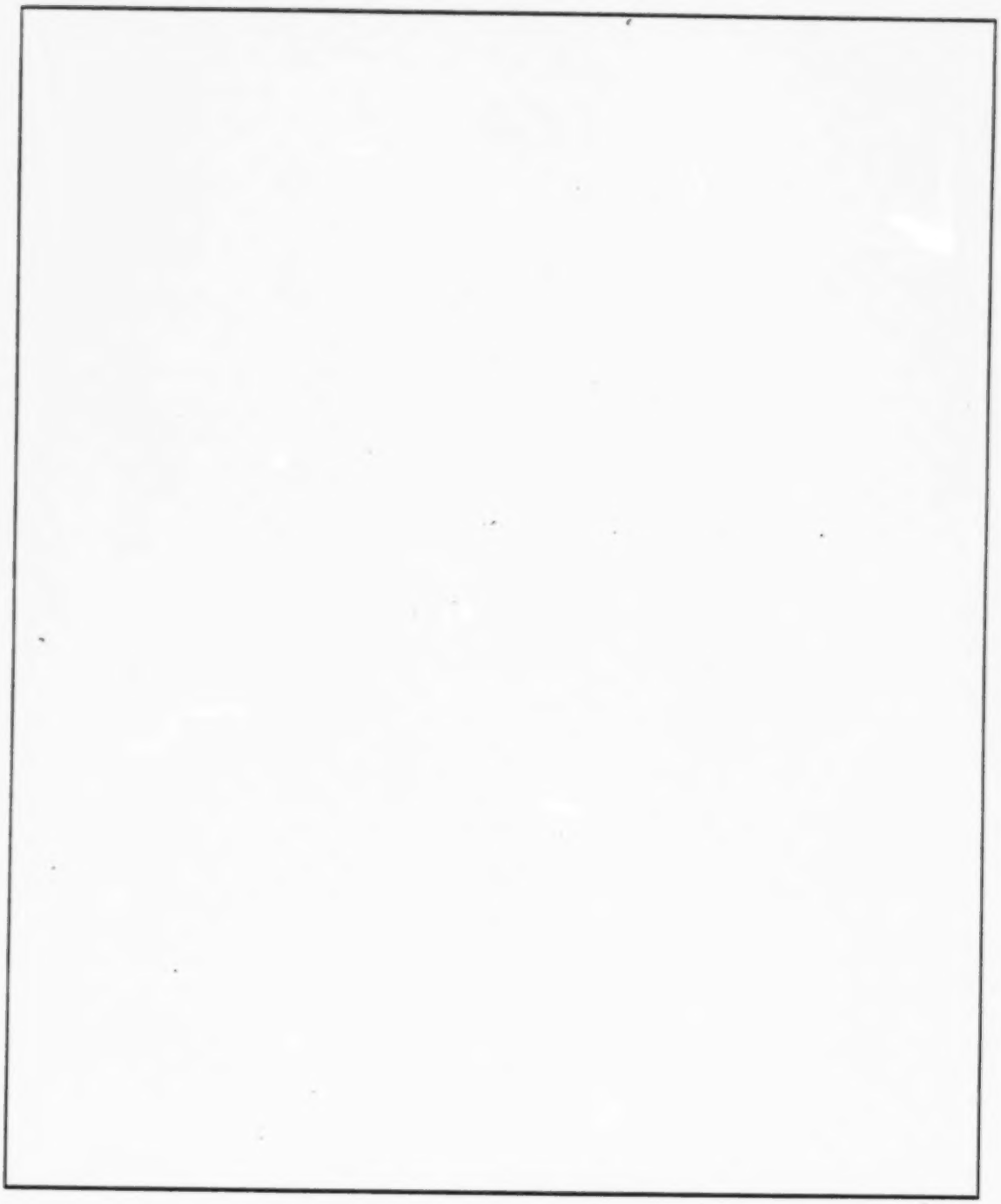
CANADIAN JOBS STRATEGY. Employment and Immigration Canada, Ottawa, 1985

Professional Teacher Education Module Series. Module C.8 of Category C - **DIRECT STUDENTS IN APPLYING PROBLEM-SOLVING TECHNIQUES**, 2nd ed., The National Centre for Research in Vocational Education, Ohio State University, 1983

Shields, B., Embree, R., Taylor, M. and Wallace, L, **OCCUPATIONAL LITERACY ONTARIO**, Ministry of Skills Development, Toronto, Ontario, 1988

Brooks, Carol and Booth, Susan, **ADULT LEARNING STRATEGIES**, **An Instructors Tookit by Ontario Adult Educators** the Ontario Ministry of Skills Development, Toronto, Ontario, 1988

A COMPILATION OF RESOURCES FOR ONTARIO BASIC SKILLS, completed by Suzanne Arnedt, Lynne Wallace, Rose Grotsky, and Catherine Tekamy, Ministry of Skills Development Toronto, Ontario, 1988

DIRECTORY OF TRAINING COURSES IN ONTARIO at Colleges of Applied Arts and Technology, Ontario Ministry of Skills Development, 1987

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